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ABSTRACT

School counselors are expected to enhance the school environment so that students can reach their full potential. Some of the tools that counselors need to implement a comprehensive school counseling program are detailed in this resource manual. It offers specific ideas on how to start programs and it includes sample instruments for gathering data to evaluate the school counseling program. Section 1 of the manual is divided into six separate areas to reflect the six functions (program planning, counseling, consulting, coordinating, student appraisal, and professional practices) of school counselors, functions which are found on the Performance Appraisal Instrument for school counselors. Under each function are suggestions for developing programs and activities, and a list of appraisal instruments to help in the evaluation and execution of those functions. Section 2 of the guide focuses on goals for the guidance curriculum, and it offers sample activities for teachers and counselors to use in helping students achieve their objectives. The last section includes updated lists of age-appropriate resource materials, such as videos, books, games, curriculum planning materials, and more. It is emphasized that school counselors, teachers, and administrators should work together to ensure that students reach their potential. (RJM)

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School Counselor Resource Manual

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School Counselor Resource Manual

and

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North Carolina Department of Public Instruction
Instructional Division
Bob Etheridge, State Superintendent
Raleigh, NC
Revised 1995

Foreword

To provide continued support for school counseling programs in North Carolina, the North Carolina Department of Public Instruction has published this revised and combined edition of *The School Counselor Resource Manual* and *School Counseling Programs Evaluative Criteria*.

It is our hope that by providing current resources and ideas, school counselors will be better able to work with their school staffs to implement comprehensive school counseling programs. By working together, school counselors and teachers can meet the goals of the guidance curriculum and help ensure that every child in North Carolina is successful in school.

June 1995

Bob Etheridge
State Superintendent

Introduction

This resource manual is designed to provide school counselors with the tools they need to implement a comprehensive school counseling program. It is designed to serve as a companion document to *School Counseling in North Carolina*, revised earlier in 1995.

In revising this document, the Department of Public Instruction has merged two separate documents: *The School Counselor Resource Manual* and *School Counseling Programs Evaluative Criteria*. Material from the *Resource Manual* gives school counselors specific ideas on how to implement programs. Materials from *Evaluative Criteria* include various sample instruments for gathering data to assess the school counseling program.

Section I of this manual is divided into six separate areas to reflect the six functions of school counselors found on the Performance Appraisal Instrument for school counselors. The six functions are: program planning, counseling, consulting, coordinating, student appraisal and professional practices. Under each of these functions are suggestions for developing programs and activities, as well as appraisal instruments to assist in the evaluation and execution of those functions.

Section II of the manual focuses on the goals of the guidance curriculum in *The Standard Course of Study*. Sample activities are suggested for teachers and counselors to use in helping students achieve these objectives. Activities are suggested for elementary, middle and high school counselors.

Finally, Section III of the manual includes updated lists of age-appropriate resource materials — videos, books, games, curriculum planning materials and more — that counselors can use in developing programs in conjunction with other members of the school staff.

It is important to note that this manual strives to suggest ways that school counselors and teachers can work together to achieve the goals of the guidance curriculum. It is the philosophy of North Carolina's school counseling program that school counselors, teachers and administrators will work together to ensure that students meet their potential.

This guide provides suggestions of activities that could be included in a comprehensive school counseling program. Counselors, working with their school staffs, should choose, adapt and alter these suggestions to fit the identified needs of the counseling programs for their schools.

Acknowledgements

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David Bryant
DPI Secondary School Counseling Consultant

Barbara Bunch
DPI Middle School Counseling Consultant

Sandra Hazouri
DPI Elementary School Counseling Consultant

This manual is a revision of the 1989 *School Counselor Resource Manual*, first published in 1979 through the efforts of a number of individuals in the counseling field.

This manual has been combined with *School Counseling Programs Evaluative Criteria*, published in 1987.

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Section I

Programs, Procedures, and Evaluations

School counselors are called on to carry out a number of functions in their schools aimed at creating a school environment where all students can reach their full potential. These functions include: program planning, counseling, consulting, coordinating and student appraisal. They must perform all these functions with a clear understanding of appropriate professional practice and with a desire for continued professional development.

This section is designed to offer specific ideas for how school counselors can develop and implement a comprehensive school counseling program. It includes information on working with an advisory committee, assessing school needs and evaluating counseling programs, developing specific schoolwide programs and conducting education programs for different groups. There also are ideas for working with teachers to integrate guidance into the curriculum and to assess student needs. These ideas are presented so that school counselors may choose and adapt those that closely meet the needs of their school's counseling program.

In addition, this manual presents sample instruments that can be used in evaluating a school counseling program. In a sense, evaluation processes are the heart of counselor and program accountability. Evaluation is the process of appraising the extent to which personnel, programs and services accomplish the tasks they intend to perform. It is not an isolated event that is only done at the end of the year to justify the existence of personnel positions or programs. Evaluation is continuous and designed to identify needs and make plans for change and improvement.

In school counseling, evaluation processes are used to (1) assess school, student, parent, and teacher needs that can be addressed through some preventive, developmental or remedial service; (2) determine the effectiveness of specific counseling services; (3) estimate the amount of time being spent in various counseling activities to ensure balanced programs, (4) provide information that will permit accurate decisions to be made for program improvement; and (5) observe counselor functions to determine the overall effectiveness of the counselor's performance.

Appraisal instruments are included under individual parts of this section describing the professional functions of counselors. Information at the beginning of each section describes how to use the instruments effectively.

Program Planning

In order to develop a school counseling program that meets the specific needs of all students, school counselors must first determine the specific needs of their school and community. This can be done most effectively by working with a guidance committee, made up of teachers, administrators, parents and other community members. Once needs have been determined, the guidance committee can plan and carry out schoolwide programs to address some of those needs, with counseling functions left to the trained school counselors. This section offers suggestions on working with an advisory committee and developing a school counseling program.

Preparing students to take their place in the world of work has become an important goal of education. Although the developmental needs of career learning differ from pre-K-12, it is important that all students learn about career choices throughout their education so that they will be able to make those choices for themselves. Schoolwide Career Day/Week activities which help meet those goals are described in this section, as are other schoolwide programs that may be coordinated under the school counseling program.

The sample evaluation instruments included in this section will help counselors survey how different groups (counselors, teachers, administrators, students, parents) view the counseling program. Other instruments will help counselors summarize and evaluate the activities in which they are involved.

Suggestions for Establishing an Advisory Committee for the School Counseling Program

A. Discuss with the principal the need for, and potential benefits of, an advisory committee. These are:
   1. To offer support for the counseling program.
   2. To provide assistance in planning, refining and evaluating school counseling services.
   3. To communicate counseling needs as they arise.
   4. To improve delivery of services.
   5. To develop the attitude that student guidance is the responsibility of all educators.

B. Solicit volunteers to serve on committee after explaining purpose and function.

C. Meet to develop goals and strategies for the school counseling program, which include planning ways to assist teachers in the integration of the guidance curriculum in classroom instruction.

D. Determine teacher inservice needs.

E. Have committee serve as an advisory group that observes how the counselor functions and suggests what can be done to improve services to students.

F. With committee, plan schoolwide programs, such as:
   Student/Citizen of the Week
   Catch Students Doing Good Deeds Day/Week
   Career Day/Week

G. Develop strategies to evaluate school counseling program each year.

Sample Activities and Projects for an Advisory Committee

A. Communications:
   1. Counselor can disseminate information concerning testing schedules, gifted referrals, child-study team meetings and other information to staff members, either personally or through written messages.
   2. Counselor can receive feedback from faculty and staff through the committee members on various topics, such as:
      a. Ideas for new groups
      b. What the teachers would like the committee to do during the year (This question should be asked early in the year.)
      c. How the staff feels the counselor is functioning in the building
      d. How the counselor might give better service.
   3. Parent education programs can be planned, coordinated and presented by the counselor.

B. Staff and Faculty Functions:

1. Beginning of school breakfast, holiday lunch or similar affairs can be planned.
2. Secret pals between faculty and staff can be started.
3. A Good Strokes Bulletin Board can be located in the faculty room for staff to pin notes of encouragement about good and interesting things happening around school.
4. Special inservice activities can be organized.

C. All-School Functions:

1. Class Buddy Systems: One class secretly adopts another class and, as a group, secretly does nice things for the adopted group.
2. Color Week: Children are assigned one of two particular colors. Example: red or blue, and color teams are formed crossing grade levels. These color teams compete in various activities, culminating in a field day.
3. School projects can be planned cooperatively by staff and students for the benefit of the school, such as planting a garden, fixing up a playing field, decorating a cafeteria or keeping school grounds clean.
4. School projects can be planned cooperatively for the benefit of others outside the school setting, such as making gifts for children with special needs, collecting food for the needy or reading to people in retirement homes.

Some of these activities may benefit from having student representatives involved in the committee work. Other activities designed to build a sense of unity, togetherness and cooperation can be developed by the Advisory Committee.

Suggestions for a Career Week in an Elementary School

Procedures

The first steps in developing any schoolwide program that will be successful are commitment and organization. In organizing a plan of action, the principal and school counselor meet with department chairpersons to assign the responsibilities for exploring the 15 career clusters among the various grade levels (K-6). Each department ranks its four top choices from the 15 clusters (listed below). Every grade level should be able to have one of its top four choices.

Career Clusters

1. Public Service: Excursions to the post office and local public parks as well as other community resources.
2. Consumer and Homemaking: Visiting a supermarket, home decorator center, etc.; inviting local home economists to visit classrooms; creating a budget and appropriate shopping list; creating a classroom grocery store; cooking a meal.
3. Personal Service: Visiting a barber shop; special presentations by hair designers and cosmetologists; field trip to local veterinarian.
4. Construction: On-site visits to actual construction localities; creating house plans; classroom presentations by persons working in the construction area.

5. Environment: Presentations to class by health department and sanitation;visiting local waterworks, health department, etc.; working on school environment (litter control and nature trail).

6. Business and Office: Setting up classroom business office (including computer or typewriter, learning to run copying machines); classroom presentations by secretaries and business people; visiting a computer center.

7. Communications and Media: Making classroom videos, movies and radio programs; visiting local television and radio stations; a field trip to the telephone company; developing telephone conversations for the classroom; visiting local newspaper; creating a classroom newspaper and teaching children interviewing techniques; public speaking exercises.

8. Health: Visiting local health professionals and facilities; a field trip to a local drug store; classroom presentations by pharmacists and other persons in the field of health occupations; a trip to the local hospital and the emergency room.

9. Transportation: Excursion to the local highway department; visits to railroad, bus station, airport; drawing pictures of various forms of transportation in the past, the present and the future.

10. Agri-business and Farming: Visiting a local farm; classroom presentations by local farmers and farm agents; creating a classroom garden; excursions to local fisheries and wildlife reserves; inviting area forestry agents to talk to class.

11. Marketing and Distribution: Visit to local shopping centers and businesses; creating a budget and a shopping list; classroom presentations by salespersons; developing classroom advertisements.

12. Recreation and Hospitality: Inviting local travel agencies to make classroom presentations; visiting local parks and recreational facilities; creating posters of various imaginary resorts and recreational activities; visiting local hotel, motel and dining facilities; creating teaching units on good manners.

13. Marine Science: Visits to area museums which would have a variety of marine life; inviting biologists and other persons familiar with marine life to make classroom presentations; excursion to local pet shop; classroom research projects on agriculture, marine research and offshore drilling.

14. Manufacturing: Visits to local industries; classroom presentations by representatives of local industries; taping conversations with unskilled and skilled laborers.

15. Fine Arts and Humanities: Excursions to local museums and theatres; field trips focusing on local architecture; creative classroom activities in art, music, literature, etc.; classroom presentations by area artists.

Sample Career Week Activities

After being informed about grade level responsibilities, every teacher is given a Career Week Planning Sheet to indicate daily activities for carrying out stated objectives. These individual plans are then developed into a master plan by the counselor who is responsible for scheduling activities for a multi-purpose room in order to avoid conflicts.

If the week set aside for Career Awareness is also North Carolina Heritage Week, a theme could be developed which would emphasize both concepts. The theme could be "Careers in North Carolina–Past, Present and Future."

On Wednesday of Career Week, the school could observe "Old-Fashioned Day." Classes would volunteer to set up their activities in the multi-purpose room. Throughout the day, other classes visit the one-room school where they not only see "readin' writin' and cipherin'," but quilting, butter-making, square dancing, dry food preparation, etc. The entire school could be asked to dress in old-fashioned attire on this particular day.

To culminate the week's activities, a "Future Day" would be designated. Students are asked to dress as futuristic career personalities, and a contest held to recognize the most creative ideas. The gifted and talented resource class could create a futuristic school with other classes invited to observe.

Helpful Hints

A. Obtain a commitment for the program from the administration.

B. Involve the staff in the organization and planning of the program.

C. Generate enthusiasm with the students:
   1. Display posters advertising special events.
   2. Send out reminders of special days.
   3. Create bulletin boards with a career theme.

D. Make sure to include media coverage.

E. Take lots of photographs.

F. Have audio-visual equipment available for recording presentations.

G. Develop a master plan in order to avoid scheduling conflicts.

H. Combine Career Awareness Week with some other event, i.e.: North Carolina Heritage Week, National Career Guidance Week, Vocational Education Week, American Education Week, etc.

I. Avoid scheduling during statewide testing or on holidays.

J. Involve the entire staff (especially custodians and cafeteria staff).

Additional Suggestions for Career Clusters

Listed below are some of the ideas that can be utilized in studying the various career clusters:

Media: There are hundreds of videos and other audiovisual materials available in the area of career development. Many of these are found in the resource lists in Part III of this manual.

Resource Persons: Community resources are almost unending. Many businesses are eager to have students visit their facilities. Also, parents are often willing to visit classrooms to share their experiences and knowledge about the world of work. Senior citizens have a great deal to offer in terms of placing an historical perspective on the ways in which occupations have changed over the years.

Books and Printed Materials: The school library, as well as the local community library, have books covering a wide range of careers and career personalities. In addition, the guidance office has several books of duplicating materials which will help upper-grade-level students explore their values concerning different career choices.

Creative Activities: Many teachers think of hundreds of ways to stimulate interest in their children concerning careers. Just a few of the ideas might include dressing up as the career which one would like in the future; creative writing activities including poetry; interviewing parents and community resource persons about their occupations; learning to fill out a job application; field trips; and art activities.

Suggestions for a Career Day in a Middle School or Junior High School

Procedures

1. Survey students in November. Ask each to choose three careers they are interested in.
2. Tally the choices. Any field which has three or more responses would be included or incorporated.
3. Contact possible speakers (takes approximately two months).
4. Ask speakers to be prepared to talk five minutes on:
   a. Education needed
   b. Job description
   c. Typical day
   d. Salary range
   e. Advantages, disadvantages and helpful hints
5. Speakers grouped into career clusters, four to five speakers in each cluster, located in different stations throughout school. Examples:
   Business and office
   Communication
   Sports and Recreation
   Public services
   Environmental
   Construction
   Transportation
6. Assemble and show students which careers are to be represented. Each student should choose two areas to attend.
7. Students are asked to dress as though they are going for an interview.
8. Every 30 minutes, the students rotate stations. They will be able to hear and talk with 8-10 people. Representatives could be invited to eat lunch with them.
9. The art department could make backdrops for each job cluster.
10. Students could be used as moderators of each panel (trained in advance).
11. Maps of where each station will be and signs indicating direction will be available.
12. Use name tags for all panelists and student helpers.
13. Thank you letters to be handwritten afterwards.
14. Small appreciative tokens can be given to each visitor.
15. "Happy grams" can be sent to student helpers.

Helpful Hints for a Career Day

1. Explanatory letters to be sent to confirm their acceptance.
2. In the week prior to Career Day, send reminder postcards.
3. Have refreshments for visitors and allow a few minutes for them to socialize with each other.
4. Have student guides and greeters posted throughout school and parking lot.
5. Make posters promoting interest.

6. Keep list of participants for future references.
7. Utilize vocational department for assistance and guidance.
8. Send invitations to news media, county officials and community.
9. Allow time for representatives to visit other groups or look around the school.
10. Invite representatives for lunch (notify cafeteria).
11. Plan to set up stations the afternoon before.
12. Make an effort to limit the time that professionals are involved.
13. Let all grades know visitors will be at school.
14. Station one person to handle refreshments all day.
15. Remember to take pictures.
16. Schedule a "rain date" for bad weather.

Career Development Competencies by Area and Level

	Middle/Junior High School	Adult
Self- Knowledge		
	Knowledge of the influence of a positive self-concept.	Skills to maintain a positive self-concept.
	Skills to interact with others.	Skills to maintain effective behaviors.
	Knowledge of the importance of growth and change.	Understanding developmental changes and transitions.
Educational and Occupational Exploration		
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand, and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning		
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

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Student Orientation

Each year, schools face the challenge of successfully orienting students for the next phase of their educational experience. During these periods of orientation, students will make important choices that will affect their future. Some students bridge the gaps from one level of education to another successfully, but most need some help. New situations and unfamiliar ways of doing things faster can be confusing and bewildering. It is imperative to provide orientation services for all students.

What is Student Orientation?

Orientation services help students prepare for and adjust to new situations as they move from one environment to another. These services assist students in becoming acquainted with the purposes, facilities, rules, programs, and activities of the institution the student will be attending for the first time.

Orientation is a reciprocal process. Both students and school staff learn from and about each other. It is a process rather than event. To be successful, orientation must have the understanding and support of all school personnel.

Purposes of Orientation

1. To help students make effective adjustment.
2. To acquaint the new students to the school.
3. To help students become familiar with the overall school-teachers, administrators, physical plant, curriculum, policies, and student programs, etc.
4. To help students become familiar with post-high school opportunities in careers and further education.
5. To help students become more self-directing.

Time for Orientation

Perhaps the most beneficial time to have orientation activities is when a student is entering a new school, transferring to a different school, preparing to enter post-high school institutions, or orientation to the world of work. It is a continuous process and not an activity confined to the first few weeks of the new school year or the last few weeks of the ending school year.

Any beginning phase of life offers an excellent time for imparting needed information. Emphasis should be on crucial points of change and on important decisions made by the student in terms of the many opportunities available.

Organizing the Orientation Services

Orientation services must be planned and organized. Services should be available to new students throughout the school year.

Orientation may be organized in different ways. It may be a separate course of only a few weeks' duration. It may be incorporated as a unit in one of the regular academic courses. In some instances, time may be set aside at the beginning of the school year to have new students report early for orientation activities. Schools may elect to organize orientation activities to meet the needs of their particular students.

Who Will do the Job?

Orientation is by no means a one-person job. The school counselor can play a key role, but must rely on help from other school personnel. Successful orientation depends on the help of administrators, teachers and, at times, other people such as parents and community representatives.

Activities and Projects Used in Orientation

School visitation: Counselors may visit feeder schools and make informal talks to the incoming students. These talks acquaint prospective students with the program offerings at the new school, school activities and the counseling program.

High school days: Counselors may invite prospective students to spend a day at the high school during their last semester at middle/junior high school. Students become acquainted with the physical layout of the school, meet teachers, learn about the courses and school activities, etc.

Orientation day: Activities may be planned and held for all new students at the opening of school before the other students are scheduled to return. Parents may be invited to come at this time. A tour of the school may be arranged. This time may be used to gather information about students that may be used by the counselor and/or school.

Kindergarten orientation: Pre-kindergarten students and parents are invted in the spring or summer to see the school and visit the kindergarten rooms. On the first day of kindergarten, the parents can be invited to the counselor's office for "coffee and Klennex," especially if this is their first child leaving for kindergarten.

Assembly programs: Assembly programs are an excellent way of sharing information with students. Speakers, skits, movies, slides, panel discussions are effective methods to be used in orientation assembly programs.

Parents' night: These may be planned in cooperation with the PTA. Parents' nights provide an excellent opportunity to explain course offerings, activities, and rules of the school, and to respond to parents' questions.

Handbook: Many schools develop a student handbook that contains information on course offerings and requirements, clubs, activities, rules, regulations, layout of school, description of the counseling program and other valuable information.

Career days: Representatives from various business, industry and community agencies are invited to visit the school and talk to the students about careers and post-high-school plans. These days may be scheduled throughout the school year.

Exhibits: Bulletin boards, table displays and other exhibits throughout the building can help orient students to the different activities going on at the school.

Group activities: Informal group discussions of courses and/or problems students may be having can assist with student orientation. These discussion groups may also be incorporated in regular classes.

Job orientation: Cooperative activities between the school and the business community are part of job orientation. This includes study of job interviews, applications, tours, placement on jobs, etc. Additional information needed by students will include accurate labor market information, availability of jobs, and test results.

Post-high school opportunities: Students need information about available post-high school opportunities. This information would include all types of post-high-school offerings. Post-high school days, tours of post-high school institutions, and special speakers are a few activities that may be considered.

Evaluation

An orientation program should be evaluated by students, teachers and parents after each activity. The findings will be helpful in revising program plans for the next year. A checklist or questionnaire about orientation activities is an effective technique for determining which activities were the most valuable and why students felt that they were helpful. Space on the checklist or questionnaire should be allowed for suggestions and comments.

The following sample forms can be used by counselors, administrators, teachers, parents and students to assess their overall satisfaction with the counseling program. Other forms in this section can by used by counselors to compile data about how much time they spend in specific functions of the counseling program.

(Sample Form)

School Data Grid for Program Planning

This data form may be used by school counselors to assess, prioritize and plan a schoolwide program to address needs of students in a local school. The data are available in most schools from principals' reports, SIMS reports and/or surveys. Shade out grades not included in your school.

Record numbers from reports and surveys.

School _____ Year _____

GRADES

FACTORS	K	1	2	3	4	5	6	7	8	9	10	11	12
ABSENCES													
TARDIES													
VIOLENT INCIDENCES													
SUSPENSIONS ISS													
OSS													
DRUG-RELATED ISSUES													
MEMBERSHIP IN CHILD NUTRITION PROGRAM													
DROPOUTS													
DESTRUCTION OF PROPERTY													
ABUSE													
PREGNANCIES													
REPEAT OF GRADES OR COURSES													
LACK OF CAREER PLANNING													

Plot a linear graph, pie graph or bar graph reflecting the average of student population assessed for each factor.

(Sample Form)

School Counseling Program Evaluation Questionnaire for Counselors

Your frank appraisal in answering this questionnaire will be most helpful in assessing the present counseling program in your school.

SCHOOL_____DATE_____

Y = Yes; N = No

Y N 1. The school counseling program was completed in accordance with state and LEA plans by developing activities, time lines, responsibilities, and evaluation processes.

Y N 2. The principal reviewed and accepted the school counseling plan.

Y N 3. Teachers were informed about functions of the counseling program and their responsibility for the Guidance Curriculum.

Y N 4. Students were informed about the functions of the counseling program.

Y N 5. Parents were informed about the functions of the counseling program.

Y N 6. The community was informed about functions of the counseling program.

Y N 7. The counselor's role in counseling, consulting, and coordinating functions is clearly defined in the program plan.

Y N 8. An identified and ongoing guidance and counseling committee was appointed to evaluate program outcomes and make recommendations for improvements.

Y N 9. Activities developed were implemented as planned.

Y N 10. Administrator assessment of the counseling program was conducted.

Y N 11. Teacher assessment of the counseling services was conducted.

Y N 12. Student assessment of the counseling services was conducted.

Y N 13. Collaborative and cooperative efforts with school staff and teachers were utilized to meet the needs of students.

Y N 14. Collaborative and cooperative efforts with other student services workers were utilized to meet the needs of students.

Y N 15. Community agencies were identified and utilized to meet the needs of students

Y N 16. Inservice training activities were planned to meet the needs of the school counselor(s).

Y N 17. Materials needed to implement planned guidance activities were recommended to teachers.

Y N 18. Materials needed to implement planned guidance acivities were available to teachers.

Y N 19. Adequate counseling facilities have been provided.

Y N 20. A counseling program budget has been provided.

Y N 21. Program recommendations and changes have been made for the next school year.

Y N 22. Program recommendations and changes have been submitted to the LEA coordinator of school counseling services.

Y N 23. Program recommendations and changes have been discussed with the school principal.

Y N 24. Recommendations for inservice activities have been submitted to the coordinator of school counseling services.

_____Totals

% Yes_____

% No_____

Please make comments about items that you checked "NO":

(Sample Form)

School Counseling Program Evaluation Questionnaire for Administrators

SCHOOL_____ DATE_____

Your frank appraisal in answering this questionnaire will be most helpful in assessing present strengths and determining future direction of the school counseling program in your school.
Y = Yes; N = No

Y N 1. Are students, teachers, parents and the community informed about school counseling services?

Y N 2. Has the counselor given leadership in creating good public relations for the program?

Y N 3. Has the staff been informed about school counseling?

Y N 4. Does your counselor have clerical assistance?

Y N 5. Does the counselor have suitable facilities which provide visual and auditory privacy?

Y N 6. Are administrative provisions made for group guidance and counseling activities?

Y N 7. Has an adequate budget been provided for needed materials and supplies?

Y N 8. Do the students have opportunities to see the counselor?

Y N 9. Is there a planned orientation program for students each year?

Y N 10. Does your counselor have group guidance and group counseling goals and objectives for the program?

Y N 12. Do you feel that your teachers have accepted the counseling program as an integral part of the total school program?

Y N 13. Have adequate provisions been made at the school level for a systematic evaluation of the program?

Y N 14. Do you require an annual plan from your counselor?

Y N 15. Do you feel that students use the counseling services available?

Y N 16. Is there a counseling program committee in the school?

Y N 17. Is the committee functioning to aid the counselor in determining the needs of students?

Y N 18. Is data derived from the follow-up of graduates and dropouts used in planning the curriculum of your school?

Y N 19. Has the school system established appropriate administrative procedures for:

(a) granting a request for access to a students' record
(b) maintenance of records
(c) security of records
(d) transfer, storage and disposal of students' records

_____ Totals

%Yes_____; % No _____

Please make comments about items that you checked "NO":

1. What do you consider to be the major strengths of the school counseling program?

2. What are the greatest needs as you see them?

School Enrollment: _____
Number of full-time counselors:_____
Number of part-time counselors:_____
Hours per week: _____

(Sample Form)

School Counseling Program Evaluation Questionnaire for Teachers

Your frank appraisal in answering this questionnaire will be most helpful in assessing present strengths and determining future directions of the counseling program in your school. Any suggestions that might help us provide better services would be most welcome. Please write any comments at the end of the questionnaire.

Y = Yes, N = No

Y N 1. Do you assist students in relating school subjects to career interests?

Y N 2. Do you have a variety of materials and resources for meeting career and vocational needs of students?

Y N 3. Do you update student records according to school policies?

Y N 4. Do you utilize student data in planning instructional programs and guidance activities?

Y N 5. Do you help students develop skills for interacting with others?

Y N 6. Do you strive to meet goals of the guidance curriculum in your classroom instruction?

Y N 7. Do you team with counselors to conduct special activities in the classroom?

Y N 8. Do you conduct classroom discussions where students can discuss mutual problems, explore concerns and express feelings?

Y N 9. Do you confer with parents to provide assessment and evaluation results relative to their children's performance?

Y N 10. Do you make referrals to the counselor?

Y N 11. Do you share information and suggestions with counselors about individuals who may be referred for special services or placement?

Y N 12. Do you participate in the orientation programs?

Y N 13. Do you explain the role of counseling in the total school program?

Y N 14. Do you administer appropriate surveys and interests checklists for use with student appraisal data?

Y N 15. Do you participate in or carry out follow-up and follow through activities?

Y N 16. Do you assist students in acquiring employability skills?

Y N 17. Do you utilize the services of the counselor to implement specific strategies to help students increase their knowledge about occupations?

Y N 18. Do you contribute to the development of the assessment instruments used in the school counseling program?

Y N 19. Do you participate in the evaluation of the counseling program?

Y N 20. Do you receive a summary of the evaluation of the counseling program?

Please make comments about items that you checked "NO".

(Sample Form)

Student Assessment of the Counseling Program for High School Students

SCHOOL_____ GRADE_____ DATE_____

Your frank appraisal in answering this questionnaire will be most helpful in assessing the present strengths and determining future directions of the counseling program in your school. Circle the most appropriate response.

Y = Yes; N = No

Y N 1. Do you know which member of the school staff is your school counselor?
Y N 2. Can you visit the counseling center when the need arises?
Y N 3. Have your teachers discussed topics of concern that are related to your classes?
Y N 4. Have you had an opportunity to discuss the importance of a good education?
Y N 5. Have your teachers stressed the relationship between the courses you are taking and careers you may choose?
Y N 6. Has your counselor interpreted the meaning of your test scores?
Y N 7. Do you feel that the counselor is accessible when you need to see him/her?
Y N 8. Have you had an opportunity to participate in the evaluation of the counseling program?
Y N 9. Do you have access to information you want and need about various occupations you are now considering?
Y N 10. Would you feel free to discuss a personal problem with your school counselor?
Y N 11. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?
Y N 12. Do you know about financial aid for post-high school ducation?
Y N 13. Has your school provided your parents or guardian an opportunity to discuss your educational plans?
Y N 14. Were you helped when you entered your new school to learn how to get along?
Y N 15. Have you been helped to plan the subjects you need and want to take while in high school?
Y N 16. Have you received information about the school activities you would like to participate in while in high school?
Y N 17. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?
Y N 18. Have you received any help from your school in improving your study skills?
Y N 19. Were you helped, before the ninth grade, in career planning and information, career preparation and selection of courses?
Y N 20. Were you taught employment-seeking skills (job interviewing, resume development, filling out applications, etc.)?
Y N 21. Have you had an opportunity to participate in group discussions about the concerns of high school students?
Y N 22. Is there anyone in your school who can assist you in securing employment?
Y N 23. Have you taken an interest inventory to help you in planning your career?
Y N 24. Have you had an opportunity to participate in career days or occupational fairs?
Y N 25. Do you know about the national testing programs such as: SAT, PSAT, ACT, NMSQT, etc.?

Please comment about items that you checked "NO":

(Sample Form)

Student Assessment of the Counseling Program for Middle/Junior High School

Your frank appraisal in answering this questionnaire will be most helpful in assessing the present strengths and determining future directions of the counseling program in your school. Circle your responses.

Y = Yes; N = No

Y	N	1. Do you know which member(s) of the school staff is/are the school counselor(s)?
Y	N	2. In your classes, have your teachers discussed topics about friends?
Y	N	3. Have you had an opportunity to discuss the importance of a good education?
Y	N	4. Do you have access to information you want and need to know about various occupations you are now considering?
Y	N	5. Would you feel free to discuss a personal problem with your school counselor?
Y	N	6. Did you have access to the information you wanted and needed in making good choices about the courses you are now taking?
Y	N	7. Have you been helped to plan the subjects and activities you want and need while you are in middle/junior high school?
Y	N	8. Have you ever visited the counselor's office to talk to your counselor?
Y	N	9. Have you received help at school in improving your study habits and skills?
Y	N	10. Have you had an opportunity to discuss the courses you would like to take in high school?
Y	N	11. Did you have an opportunity to learn about or visit your present school before enrolling?
Y	N	12. Is your counselor available to talk with you when you feel it is necessary?
Y	N	13. Does your counselor help you understand the meaning of your test scores?
Y	N	14. Can you discuss your real feelings about your concerns with your counselor?
Y	N	15. Do you feel that your visits with the school counselor have been helpful to you?
Y	N	16. Do you know why you have a counselor in your school?
Y	N	17. Do you think you have learned decision-making skills?
Y	N	18. Do you know what information about careers is available in the school?
Y	N	19. Do your teachers talk about the possible careers related to the subjects they teach?
Y	N	20. Are you thinking about or planning what you would like to do after you finish school?

Please comment about items that you checked "NO":

(Sample Form)

Elementary Counseling Evaluation for Students

Here are some questions about your counselor. We would like you to help us understand what your counselor does. Please mark your answers with an "X"

_____ Yes _____ No	1. Do you know who your counselor is?
_____ Yes _____ No	2. Do you know what he/she does at school?
_____ Yes _____ No	3. Have you ever talked with him/her?
_____ Yes _____ No	4. Can you see your counselor when you want to?
_____ Yes _____ No	5. Does the teacher send you or your classmates to see the counselor?
_____ Yes _____ No	6. Do you talk with your counselor by yourself with no one else there?
_____ Yes _____ No	7. Do you and a few other students talk to the counselor at the same time?
_____ Yes _____ No	8. Does your counselor come to your class and talk to all of you?
_____ Yes _____ No	9. Sometime during this school year, has the counselor talked to you or your class about what to expect in school?
_____ Yes _____ No	10. Has your counselor talked with you about tests you have taken?
_____ Yes _____ No	11. Has your counselor talked with you about how well you like your school work?
_____ Yes _____ No	12. Does your counselor talk with students having trouble with their school work?
_____ Yes _____ No	13. Does your counselor talk with students who are worried or upset?
_____ Yes _____ No	14. Has your counselor ever talked with your parents about you?
_____ Yes _____ No	15. Has your counselor talked with you about what you might want to do when you are old enough to have a job?
_____ Yes _____ No	16. In your class, has your counselor read stories to you or had you answer questions?
_____ Yes _____ No	17. Has your counselor played games or given you tests just by yourself?
_____ Yes _____ No	18. Has your counselor given tests to your whole class?
_____ Yes _____ No	19. Has your counselor sent some children to see someone else if it could help the person?
_____ Yes _____ No	20. Has your counselor talked to you about why people do what they do?
_____ Yes _____ No	21. Does your counselor keep private the things you say?
_____ Yes _____ No	22. Do your counselor and teacher work together to try to help you?

Please write your reasons for those questions that you marked "NO."

(Sample Form)

Elementary Counseling Evaluation for Parents

Student's Sex (M/F):_____ School:_____
Age:_____Counselor:_____
Grade: _____.

1. Are you aware that your child's school currently provides counseling services?

_____Yes _____No

2. Has the school counselor had contact with your child this year?

_____Yes _____No Please comment as to whether or not this contact was helpful.
Comments:

3. Have you had any contact with the counselor concerning your child?

_____No_____Yes Please comment regarding this contact. Was it helpful or beneficial?
Comments:

4. How effective do you feel this program has been in helping your child meet his/her needs and in achieving suitable goals? Please place a check mark on the scale which best indicates your judgement of effectiveness.

0 1 2 3 4 5
Not Effective Very Effective

5. Do you have any questions, comments, or suggestions regarding the school counseling program or counselor?
Comments:

6. Do you favor expansion or continuation of the counseling program?

7. In what ways have school counseling services or the counselor affected your child's progress or adjustment this year?
Comments:

Please return by:_____
to: _____

(Sample Form)

Counselor's Monthly Report

NAME:_____

Month:_____Year:_____

Approximate number of students served:_____

List activities or areas of concentration for the month.

ACTIVITY:

1st Week

2nd Week

3rd Week

4th Week

TOTAL:_____

(Sample Form)

Counselor's Monthly Report

NAME:_____ SCHOOL(S):_____

MONTH:_____

SCHEDULED MEETINGS:

_____

PLANS/OBJECTIVES (COMPLETED):

_____

IF YOU DID NOT COMPLETE YOUR PLANS/OBJECTIVES FOR THE MONTH, WHAT WERE THE MAIN CONTRIBUTING FACTORS?

(Sample Form)

NAME OF SCHOOL_____

Counseling Department's Monthly Summary of Contacts

MONTH OF_____ COUNSELOR_____

1. Number of individual counseling sessions ____
2. Number of group counseling sessions ____
3. Number of group guidance sessions ____
4. Number of contacts with parents ____
5. Number of contacts with teachers (re: students) ____
6. Number of staff conferences with teachers, administrators, etc. ____
7. Number of referrals from teachers, administrators, parents, students (self), etc. ____
8. Number of referrals to school resources ____
9. Number of contacts with community agencies ____
10. Number of referrals to community agencies ____
11. Number of job placements ____
12. Number of contacts for educational placements ____
13. Number of post-secondary placements ____
14. Number of crisis or emergency contacts ____
15. Number of sessions involving testing (coordination, administration, interpretation, etc.) ____
16. Number of program planning and evaluation sessions ____
17. Other_____ ____

NOTES:

(Sample Form)

NAME OF SCHOOL_____

Counseling Department Summary of Contacts

WEEK OF _____COUNSELOR(S)_____

REASON FOR CONTACT	TOTAL No. OF CONTACTS
1. Number of individual counseling sessions	
2. Number of group counseling sessions	
3. Number of group guidance sessions	
4. Number of contacts with parents	
5. Number of contacts with teachers (re: students)	
6. Number of staff conferences with teachers, administrators, etc.	
7. Number of referrals from teachers, parents, administrators, students (self), etc.	
8. Number of referrals to school resources	
9. Number of contacts with community agencies	
10. Number of referrals to community agencies	
11. Number of job placements	
12. Number of contacts for educational placements	
13. Number of post-secondary placements	
14. Number of crisis or emergency contacts	
15. Number of sessions involving testing coordination, administration, interpretation, etc.	
16. Number of program planning and evaluation sessions	

Counseling

Within a comprehensive school couseling program, the function of counseling is the responsiblility of trained school counselors. Counselors are expected to know and understand different counseling techniques that can be used to work with students as individuals or in groups. Counselors also must be able to assess the needs of a student or group of students in order to determine which counseling methods or techniques are appropriate to meet those needs.

The counseling materials in this section include information on scheduling, conducting small group sessions and finding resources for small group counseling.

Another process that complements program and counselor accountability is end-of-activity evaluation. This type of evaluation asks students, parents and teachers if the guidance or counseling activity in which they participated was successful. This section contains a few sample instruments that can be used for end-of-activity evaluation.

How to Schedule and Conduct Small Group Counseling Sessions

Procedures

1. After goals, objectives and strategies for the school counseling program are established at the beginning of the year, ask classroom teachers about their schedules and time preferences for holding group counseling sessions.

2. Use the advisory committee in deciding a schedule for group counseling.

3. Let the advisory committee discuss the problem of getting students out of class for counseling groups. Ask the committee to help you develop a policy for you and the teachers to follow.

4. Convey the purpose and importance of group counseling through presentations to faculty and during inservice sessions.

Helpful Hints

1. Alternate time of groups so students miss a minimum of subjects.

2. Give each teacher a copy of your schedule so they know what to expect.

3. Make sure teachers know if students do not attend their group sessions.

4. Give teachers a copy of the objectives of each small group session.

Structured Groups: An Example

Session 1:

Introduction–Ask students about different kinds of groups they have been in. Explain that this is a different kind of group and that you will be doing some things in the first couple of sessions to make it different.

Member introductions–Members pair up and talk to each other for three minutes. When time is called, members introduce their partner to the rest of the group. Members are encouraged to ask each other questions. Practice saying all names.

Listening for feelings–Counselor introduces the idea of talking about and listening for feelings as one of the things to do in the group. Ask students to think of times when they could "hear" someone else's feelings or thoughts even when they weren't saying anything. You may have to role-play some nonverbal expressions to get them started. Have members try to guess the feeling or thought behind expressions as members act them out. Optional: list "feeling" words on paper as they are named and stop to categorize them as "pleasant" or "unpleasant" as they are put up.

Listening for verbal feelings–Ask each student to tell something that happened to him/her within the last week without saying exactly what feeling he got while it was happening. Rest of group tries to tell that person what they think he was feeling or thinking.

Terminate–Leave two minutes to go around the circle and let everyone who wishes react to the group or anything that happened. (This two-minute reaction period is repeated at the end of each session.)

Ground rules and structuring the group–Ground rules are listed on a chart in the group room. These are group structure rules; not behavior-management rules. They are:

- We talk about our feelings and thoughts.
- We listen to how others are feeling and thinking.
- Anyone can pass.
- We talk directly to each other–Use YOU!
- The group is confidential.

· As the group proceeds through the above activities, introduce each ground rule within the context of discussion. For example, when someone refers in the third person to someone else in the group, stop them and show them how to say "you" and look at that person and then point out the ground rule. Explain all ground rules as "rules" in the sense of things to do to make the group a special group (like you talked about at the first of the session). Any ground rules not covered can be simply looked at and briefly discussed at the end of the session.

Session 2

Review–Start with round-the-circle trials at naming everyone else in the group. Then ask for their recall of what kind of listening they did since last session. Members may contribute new expressions of feelings they may have observed since the last session. Ask them to listen to each other today both for what the person is saying and what that person might feel or think.

Self-Disclosing Shield–Each group member draws a coat of arms or shield for himself on a sheet of paper, then fills in four quadrants with symbols for things about himself as given by the group leader. Example: symbols for 1) something I like about school, 2) something I don't like about school, 3) what I would most like to do in the world, and 4) something I'm good at right now.

Almost any self-disclosing topic will do, however the group should avoid topics which actually give a feeling word to the students, i.e. a time when I was scared. Each member puts his finished shield in front of him/her. Then each has a chance to share one of his/her symbols with the group. The group then has a chance to ask others about their remaining symbols. Leave some time to discuss their feelings and reactions to each other from what they learned about each other in the session.

Session 3

Secret Pooling–Each member writes on a piece of paper three words that his classmates would probably use to describe him and three words that he would use to describe himself. Leader collects papers, shuffles them and reads them one at a time. Members try to guess who would say that about themselves. Structure the guessing beforehand so that students, when guessing, speak directly to the person they are guessing. Use "you" not "he", and give specific reasons for why they think he is that person. Encourage students to name specific actions on the person's part (introducing a productive feedback model).

When someone is being guessed, he remains silent so as not to inhibit further guessing and discussion. After all have been read, deal out the papers and have members pass them on to the person they feel it belongs to until everyone has his own. Have members share papers if they wish. (As in the shield and all activities, the counselor/leader participates also.)

Session 4

Indirect feedback–Each member describes each other member as something which he can see him as, according to the following model:

(Name) , I see you as a . . ." Then say what, describe it in as much detail as possible including color, size, materials, where it is, who owns it (if anyone) and include how the speaker feels toward this object, (i.e. what this object makes him feel like doing). Members do not have to proceed systematically around the circle, and reaction and discussion are encouraged.

Session 5

This session is left free in the planned sequence to accommodate whatever needs have arisen in the group. Possible activities may include role-playing, nonverbal exercises, communication trials, problem-solving, free discussion between members, and values clarification exercises.

Session 6

Strength Bombardment–Each member takes a turn sitting in the middle of the circle while other members tell the person in the circle what they see as his/her best quality or strength in communicating with other people. Every member gives at least one strength, if they choose. While in the center, the member receiving comments makes no reaction. After all have been in the circle, reactions and questions are encouraged. If there is time, ask members for reactions to the group experience.

Evaluation–Have members fill out a group evaluation form before leaving. Don't forget the final two minutes for comments.

How to Find Resources for Group Counseling

Procedures

1. Attend professional association meetings, conventions and workshops. Many counselors share their successful ideas at these meetings. Both the N.C. Counseling Association and its divisions, as well as the American Counseling Association and its divisions, sponsor meetings throughout the year.

2. Hold regular sharing sessions among counselors within your system during which counselors demonstrate or discuss what group techniques have proven successful.

3. Journals of the professional associations regularly outline group procedures.

4. Books on self-concept development often have group activities presented in cookbook fashion.

5. Contact counselors in other LEAs for their ideas. Several units have developed extensive curriculum guides that outline many successful group procedures.

Helpful Hints

1. Develop a network of other counselors from inside and outside your system with whom you can share ideas and information. Your best resource for new ideas and techniques is often your peers.

2. Have an after school/late afternoon get together once a month or so and share ideas. Have each person bring extra copies of at least one successful group technique. Better still, have them take your group through the activity.

3. When attending conferences, write presenters whose sessions you were unable to attend, for handouts. If you could not attend a meeting or workshop, write for handouts after the meeting is over.

4. Hold regional drive-in workshops, after school or on Saturday, where counselors share successful group techniques and people attending all bring copies of group activities.

5. For counseling staff meetings and/or advisory committees, have every fourth meeting focus on sharing group techniques.

(Sample Form)

Student's Individual Counseling Evaluation

This is a confidential evaluation of your counseling experience. Answer honestly, and please do not sign your name.

1. How many times have you visited the counselor this year ?_____

2. Did the counselor listen to your concerns?
_____Yes _____No _____Sometimes

3. Do you think the counselor understood your concerns?
_____Yes _____No _____Sometimes
Comments:

4. Did the visits with the counselor help you solve your problems?
_____Yes _____No _____Not Sure
Comments:

5. Would you visit this counselor again, if you need help?
_____Yes _____No _____Not Sure
Comments:

6. Would you recommend this counselor to one of your friends if they needed help?
_____Yes_____No _____Not Sure
Comments:

(Sample Form)

Teacher Evaluation of Counseling Services
(Follow-up)

Dear Teacher:

In _____(month), you referred_____(student) to the

counseling center for _____(identified concern).

Please let me know how the student is doing regarding this concern.

Check the line below to indicate progress or lack of progress the student has made and return this form in the attached envelope at your earliest convenience. If you have marked "no progress" or "problem is worse," please comment below.

Thank you for your assistance.

Problem is Worse			No Progress			Much Progress
-3	-2	-1	0	+1	+2	+3

Comments:

_____

Counselor's name

(Sample Form)

Counselor Feedback Form (Student Referral)

Dear Teacher,

In _____(month), you referred_____(student) to the counseling center for _____(identified concern).

Here are my plans for working with this student:

_____ See the student _____ (number of) times.

_____ Call the student's parents in for a conference.

_____ Talk further with student's teacher(s).

_____ Refer student to outside agency.

_____ Refer this case to school's at-risk student committee.

_____ Other _____

_____
Counselor's name

(Sample Form)

Small Group Evaluation

Why did you participate in this group?

Now that the group has finished, do you feel the participation was worth it?

Did the counselor lead the group well?
_____Yes _____No _____Sometimes

Did the counselor answer your questions adequately?
_____Yes _____No _____Sometimes

Would you like to participate in another group with this counselor?
_____Yes _____No _____Not Sure
Comments:

Would you encourage your friends to join one of the counselor's groups?

_____Yes _____No _____Not Sure
Comments:

Did the counselor listen to your concerns in the group?
_____Yes _____No _____Sometimes
Comments:

Did you learn new information or skills in the group?
_____Yes _____No _____Not sure
Comments:

(Sample Form)

Small Group Evaluation

Directions: Read each statement below and circle the answer that best describes how you feel about it.

SA = Strongly agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly disagree

1. In this group I learned about my feelings.	SA A U D SD
2. In this group I learned about other people's feelings.	SA A U D SD
3. This group made some difference in how I act outside the group.	SA A U D SD
4. This group had no effect on me.	SA A U D SD
5. As a result of this group, I would talk to my counselor about a problem.	SA A U D SD
6. I disliked being in this group.	SA A U D SD
7. I would like to be in a group like this again.	SA A U D SD

Please add your written comments after each of the following questions.

1. What I liked most about this group was:

2. What I liked least about this group was:

3. What I learned most from this group was:

Consulting

The consulting function of school counselors involves providing and interpreting information for students, parents, teachers and administrators. Consulting differs from counseling in that consulting may involve more than one person collaborating with the counselor.

Consulting may take the form of information programs for these groups, such as teacher inservice training and classroom guidance. In consulting with individuals, the school counselor may be called on to observe and evaluate student behavior, then create and implement a plan to address student needs in consultation with parents or teachers.

Under the consulting function, the counselor also helps parents and teachers understand the developmental needs of students through newsletters, handouts, workshops and individual conferences. The counselor interprets data from standardized tests so that teachers may plan instruction based on a better understanding of students' cognitive needs.

This section offers information on using consultation skills and on collaborating with classroom teachers to integrate guidance goals into the curriculum. There are several ideas for teacher inservice training programs and for evaluating those programs. Sample instruments for assessing ways that counselors and teachers can work together also are provided.

Providing Teacher Inservice for the Guidance Curriculum

Procedures

1. Meet with school administrator(s) to discuss the teacher's role in the guidance curriculum (see *North Carolina Competency-Based Curriculum* and *Teacher Handbook: Guidance K-12*).

2. Have an advisory committee of teachers and counselors construct an inservice survey (see sample).

3. Administer survey to determine inservice needs of staff.

4. Develop workshop(s) to help teachers understand their role in using the guidance curriculum and in planning the integration of guidance in daily instruction.

5. Coordinate the workshop sessions and activities.

6. Encourage teachers and counselors to visit others who have successfully integrated guidance into classroom instruction.

Helpful Hints

1. Develop a list of potential resource persons for inservice activities. Utilize university personnel, SDPI consultants, local mental health professionals and counselors within LEAs.

2. Make workshop sessions voluntary.

3. Offer renewal credit when possible.

4. Allow the committee to plan the workshops with the consultant(s).

5. Evaluate each workshop.

6. Invite teachers to join a support group to share ideas and meet mutual needs.

7. Include the school principal in all guidance curriculum inservice.

(Sample Form)

Teacher Inservice Survey

DIRECTIONS: Rank the top three workshop sessions you would be interested in attending. The item that has the most overall selections will be chosen.

1. Improving my communication with students
2. Helping students deal with stress
3. Leading group discussions
4. Using the *Teacher Handbook: Guidance K-12*
5. Preventing teacher stress and burnout
6. Helping the under-motivated student
7. Improving children's self-concept
8. Infusing career concepts into the curriculum
9. Developing discipline techniques
10. Conducting effective parent conferences
11. Teaching study skills

Conducting Classroom Guidance Activities

Procedures

1. Identify a student need that is reflected in one of your LEA guidance goals and objectives.
2. Plan with classroom teachers ways to integrate a guidance activity with the class lesson. Determine:
    a. number of sessions needed
    b. time for each session
    c. role of teacher and role of counselor as facilitators/presenters
    d. purpose of activity
    e. ground rules for activity:
        (1) no one is forced to share
        (2) do not criticize others
        (3) listen to each other
3. Write out plan with objective, strategy, evaluation, and resources listed.
4. Structure activities around the readiness of the group to share and participate in personally relevant discussions.
5. Facilitate class participation:
    a. manage presentation time
    b. maintain student attention
    c. encourage participation
    d. respect individuality of students
    e. state goals of activity
    f. summarize main points of session
    g. affirm students

6. Evaluate to determine if objectives have been met. Some sample evaluation activities are:
    a. have students complete "I learned ..." statements
    b. observe behavioral change if objectives were written behaviorally
    c. conduct a child attitude survey to determine if class was helpful and how

Helpful Hints

1. Create an atmosphere of trust, caring, and mutual helping.
2. Use appropriate materials (see bibliography of guidance and counseling media).
3. Use a non-evaluative leadership style.
4. Discuss confidentiality with students, when appropriate.
5. Include teacher in planning and presenting sessions.

Conducting a Parent Conference: Teacher Inservice

Procedures

A. Conduct an inservice session for teachers on conducting successful parent conferences. Share stages of a parent/teacher conference:

    1. Establish rapport by helping parents feel comfortable and wanted.
    2. State the purpose of the conference in a precise, direct manner.
    3. Explain and discuss information and observations about student performance.
    4. Elicit parent observations that help the school better understand the child.
    5. Compile recommendations by both teacher and parent(s) to help child improve.
    6. Assign responsibilities to parents, teacher, and counselor. Who is responsible for what?
    7. End conference with summary and thanks for participating. If needed, set appointment for follow-up conference.

B. Conduct inservice sessions for teachers on communication skills.

    1. Active listening skills.
    2. Methods of making parents feel welcomed and important in educational decisions.
    3. Problem-solving techniques.
    4. Consulting skills (teachers using consulting skills with parents).

C. Consult with teachers on an individual or small group basis on ways to effectively work with parents.

D. In groups or individually, encourage teachers to role play dealing with difficult parent situations.

Helpful Hints

A. Help parents feel included. Use the word "we" so parents believe they have important information and a significant role in the education of their child.

B. Many parents feel uncomfortable in school when meeting in an office or classroom. If possible, choose environments in which parents will be most comfortable.

C. It is helpful to remember that parents know more about their children than school personnel can ever know. Focus on that knowledge and use the expertise of parents to plan the most appropriate programs for students.

D. Develop an awareness of and an appreciation for cultural differences among home environments. Avoid making judgements based on cultural differences .

E. Sit close to the parent. You get a stronger partnership or "sharing" feeling this way. Do not let a desk or table be a barrier between you.

F. Begin the conference by commenting on some positive feature of the student or something pleasant that happened to him/her.

G. Avoid comparing the child with classmates, or brothers and sisters.

H. Encourage the parent to tell you (1) how he or she sees the child, and (2) how he/she thinks the child feels about school. Do more listening than talking.

I. Be truthful with parents, but tell only things which will be helpful to the child. Avoid telling them just what they want to hear or being brutally frank.

J. Having a child sit in on a portion of the conference is sometimes helpful in making the child feel that all are working together for his/her interests and he/she has a part in the planning.

K. Situations to avoid:
   a. Trying to cover too many topics in conference
   b. Lecturing parents
   c. Arguing with hostile parents
   d. Giving advice - let suggestions grow out of conference
   e. Jumping to premature conclusions

L. As soon as conference is over, jot down a brief summary.

Teaming with Teachers for Classroom Guidance

Procedures

1. Identify need for classroom guidance:
   a. student requests and surveys
   b. teacher identifies problem in the class

2. Teacher and counselor develop topic and area of special focus together. Plan ways to integrate guidance with regular lessons.

3. Counselor leads (or co-leads) first lesson in the series of classroom activities.
4. During the first session, teacher observes interaction and student involvement for later consultation and evaluation.
5. An informal evaluation of the activity effectiveness is completed.
6. Counselor and teacher plan and schedule for next session and decide who will present the lesson.

Helpful Hints

1. Do's:
    a. Be prompt and have materials ready
    b. Use teacher suggestions
    c. Involve all members of the class
    d. Be aware of group differences and adjust procedures
    e. Adhere to progression of activities in each lesson
    f. Plan various activities to maintain involvement
    g. Focus on one or more of the goals in the guidance curriculum.
2. Don't's:
    a. Cancel group activity at last moment, unless it is an emergency
    b. Permit group domination by a few students.

Examples-Topics

1. Developing good study habits
2. Adjusting to junior high (two approaches - socially and academically)
3. Improving interpersonal relationships:
    a. Accepting others
    b. Respecting the rights of others
4. "Grades - What Do They Really Mean?" Use with 9th grade English students for discussion.
    a. Have the following on board or chart (covered): homework - test grades - daily work - notebook - exams
    b. Open with questions to be answered first by each student privately.
    What grade would you like to have in this class? -
    What grade do you believe you are earning?

    How does the teacher arrive at a fair evaluation?
    c. After students have mentioned some of the terms on the board - uncover the board.
    d. Talk about terms and how much control each student has of each.
    e. Reasons your grade may be a "C":
        Excuses . . .
        "I meant to but . . "or,
        "I don't understand . . ."
        Sports/social activities come first (need for self discipline)
        Pressure - can't cope.

Evaluating Classroom Guidance Sessions

Procedures

1. State goals of the guidance sessions.
2. For each lesson state a specific objective describing what students will be able to do. (Example: The student will be able to list five strategies for improving study skills.)
3. Allow students to internalize concepts by identifying how they would handle specific situations or feelings. Also ask if they have faced similar situations or experienced similar feelings and how they handled them.
4. Give students a chance to demonstrate skills within a lesson. (Example: After discussing the importance of making people feel wanted and accepted, conduct an exercise where several students leave the room and others must include them in small group discussions.)
5. Ask teachers if students utilize skills and demonstrate attitudes discussed in lessons.
6. Conduct a pre-post test in understanding concepts presented in the activity.
7. Develop questionnaires for students to evaluate class lessons and/or rate themselves on changed behavior.

Helpful Hints

1. Develop mutual goals with the teacher and counselor as partners.
2. In units involving communication and social skills, conduct a simple class sociogram to determine class changes.
3. Help teachers identify how they could recognize concepts and skills being put into practice within the class.
4. Share results with teachers in the school.
5. Use results to plan other lessons.

Developing Consultation Skills

Procedures

1. Establish commitment. Determine if consultee (parent or teacher) will:
    a. Spend whatever time is necessary and available to solve problem.
    b. Work toward joint plan for improving situation.
    c. Keep information confidential.
2. Establish rapport to clarify problem. Reduction of strong negative feelings is vital to being able to analyze a problem clearly.
3. When negative feelings are observed, attempt to clarify problem by stating specific desired outcomes.
4. Observe child or class to gain information about problem.

5. Interview (child or other) concerning the problem.
6. Share information from observation and about human growth and development.
7. Mutually brainstorm strategies for solving problem.
8. Eliminate undesirable or unworkable solutions, consider consequences of remaining solutions.
9. Choose strategy or combination of strategies and make a commitment to making strategies a part of a plan.
10. Assign responsibilities.
11. Carry out plan and evaluate it.
12. Follow up session. Has each participant fulfilled his/her responsibilities? What are the results?

Helpful Hints

1. Develop a planning sheet to monitor your progress.
2. Make yourself visible and let others see you as effective with children, parents, and teachers.
3. Develop behavior checklist to use in initial session and as post-test for change.
4. When observing a child or a class, record behaviors observed. Avoid judgements.
5. When interviewing a child to gather information about a problem, check out child's perception of problem, self-image, and the child's view of his/her position in the family.
6. After the problem has been clearly defined, ask consultee to list the child's strengths.
7. Work hard to establish a sense of "we-ness." Convince consultee that you both have something important to give to the solution of this problem. Do this by using the word "we" as much as possible in initial discussions.
8. After plan is developed, write it out and both of you sign it. Also, discuss factors that would support the plan and those that might be negative to it.

Conducting Parent Education Groups

Procedures

1. Establish commitment from principal and teachers to support the idea of parent groups. Ask for suggestions on structure and content.
2. Determine purpose of the group. Assess the needs of parents.
3. Select structure for the group among various models available. Examples:
   a. Discussion-group model
   b. Teaching model (e.g., Systematic Training for Effective Parenting)
   c. Combination of structured and unstructured models
4. Advertise the class/group through as many media sources as possible. (Handouts, newsletters, announcements, local newspapers, etc.)

5. Design activities in ways similar to designing guidance classes using goals, objectives, and related learning activities.
6. Evaluate results of program by asking parents to evaluate self-perceived changes in behavior.

Helpful Hints

1. Send parents invitations to participate in group.
2. Go to P.T.A., P.T.O. or some other appropriate parent group to discuss your ideas and have them comment on how useful this would be to parents in the community.
3. Limit number of participants so interaction and group discussion can be maximized.
4. Talk with prospective group members prior to the first session to determine expectations.
5. Be a facilitator of ideas and concerns, not an expert.
6. Praise parents for efforts and progress.
7. Model desired behaviors (listening, problem-solving, etc.).
8. Emphasize that although parenting skills are important, a key to parental success is wanting to understand their children.
9. Include topic areas that emphasize communication, problem-solving, discipline and understanding children:
    a. Active listening
    b. "I" messages
    c. Democratic problem-solving
    d. Encouragement
    e. Natural and logical consequences
    f. Reinforcement

Types of Parent Groups

1. **Open Groups**- Have open discussion with a focus on parents' on-going concerns.

Counselor role

1. Clarify and summarize
2. Empathize and draw out feelings
3. Solicit group feedback
4. Use a non-directive approach

Goals

1. Mutual sharing of problems
2. Group feedback to individuals
3. Problem solving
4. Expression of feelings

Teacher Need Areas:

1 2 3 4 5	Utilizing test results
1 2 3 4 5	Identifying exceptional students
1 2 3 4 5	Working with disruptive students
1 2 3 4 5	Behavior management/modification
1 2 3 4 5	Facilitative teaching skills
1 2 3 4 5	Classroom guidance activities
1 2 3 4 5	Career education
1 2 3 4 5	Parent conferencing/talking with parents
1 2 3 4 5	Leading group discussions
1 2 3 4 5	How to read cumulative folders
1 2 3 4 5	Prescriptive strategies for teaching from psychological report data
1 2 3 4 5	Group dynamics and classroom groupings for teaching purposes
1 2 3 4 5	Faculty communication skills
1 2 3 4 5	Other_____

Please remember to indicate your top <u>three</u> priorities by placing an asterisk by your choices. Thank you.

(Sample Form)

Needs Assessment: Counseling Program

Teachers: In order for me to develop a counseling program that suits your needs and the needs of students I would appreciate some input from you. Please rate the following counselor activities, 1 to 5, according to your needs.

1 2 3 4 5	Small group counseling (problem oriented)
1 2 3 4 5	Group counseling (developmental)
1 2 3 4 5	Working with teachers to identify problems and develop strategies
1 2 3 4 5	Individual counseling for students with problems
1 2 3 4 5	Assistance with guidance activities
1 2 3 4 5	Being available for self-referrals from students
1 2 3 4 5	Working with parents (individually and in groups) concerning their children
1 2 3 4 5	Staff development in guidance for teachers
1 2 3 4 5	On-going teacher seminars

Would you be interested in assistance with selected classroom guidance programs?

_____Yes _____No _____Could be persuaded

If so, which areas would you be most interested in?

_____Materials to do guidance activities

_____Counselor to "model" classroom guidance activities

_____Career education

_____Would like to plan unit with counselor on the following topic:

_____

What did you like best about last year's counseling program?

How do you think the program could be improved?

What can I do to be most helpful to you?

Teacher's Name _____

Techniques
1. Role playing
2. Personalizing concerns
3. Participating in homework assignments
4. Learning to identify who is responsible, i.e. who owns the problem

II. Semi-Structured Groups - Stimulus activities presented, topic focused.

Counselor role
1. Clarify and summarize
2. Empathize and draw out feelings
3. Ask thought-provoking questions
4. Include all members
5. Be a more directive leader

Goals
1. Share experiences
2. Focus discussion more on topic than person
3. Solve problems

Techniques
1. Decision-making procedures
2. Role playing
3. Involvement games

III. Examples of Parent Education Programs for teaching skills, providing information, and giving feedback. Examples are:

Systematic Training for Effective Parenting by Don Dinkmeyer and Gary McKay focuses on:
1. Goals of behavior and misbehavior
2. Emotions children use to involve parents
3. Encouragement
4. Listening
5. Exploration of alternatives and feelings with children
6. Development of responsibility
7. Decision making for parents
8. Family meetings
9. Development of confidence

Active Parenting by Michael Popkin focuses on:
1. Video-based program with practice exercises
2. Winning respect
3. Developing responsibility
4. Learning about reward and punishment
5. Six-session format

Assertive Discipline for Parents by Lee Canter focuses on:
1. Taking charge, being the boss
2. Handling roadblocks
3. Responding to misbehavior
4. Responding to appropriate behavior
5. Making a plan

(Sample Form)

Counseling Needs Assessment

Teachers: The following are lists of student and teacher needs to which counselors might be responsive. Please indicate how important you feel each of these needs are for you and your students. This needs assessment information will be used by your school counselor to plan programs and activities for this school year.

Rate each of the needs on a scale from 1 to 5, with 5 indicating the highest degree of importance. Then, place an asterisk (*) by your top three needs.

Student Need Areas:

1 2 3 4 5 Understanding sexuality

1 2 3 4 5 Decision-making skills

1 2 3 4 5 Accepting responsibility for behaviors

1 2 3 4 5 Peer relations

1 2 3 4 5 Coping with family situations

1 2 3 4 5 Career development

1 2 3 4 5 Personal communication skills

1 2 3 4 5 Employability skills (obtaining and maintaining a job)

1 2 3 4 5 Dropout counseling

1 2 3 4 5 Chronic absenteeism

1 2 3 4 5 Underachievement

1 2 3 4 5 Drug usage

1 2 3 4 5 Cultural differences

1 2 3 4 5 Life-planning skills

1 2 3 4 5 Coping with exceptionality

1 2 3 4 5 School adjustment

1 2 3 4 5 Developing and understanding social values

1 2 3 4 5 Coping with personal problems

1 2 3 4 5 Study skills

1 2 3 4 5 Other_____

(Continued next page)

(Sample Form for Parents or Teachers)

Better Ways of Communicating

The descriptive words in the left column may carry a negative emotional charge for some parents. It is suggested that teachers, in appropriate circumstances, substitute more positively-charged words when discussing a child's behavior.

Negative Expressions	More Positive Expressions
Must	Should
Lazy	Can do more when he tries
Trouble maker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends on others to do his work
Stupid	Can do better with help
Never does the right thing	Can learn to do the right thing
Below average	Working at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steals	Uses materials without permission
Unclean	Poor habits
Dumb-bell	Capable of doing better
Calamity	Lost opportunity
Disinterested	Complacent
Stubborn	Insists on having his own way
Insolent	Outspoken
Liar	Tendency to stretch truth
Wastes time	Could make better use of time
Sloppy	Could do neater work
Incurred failure	Failed to meet requirements
Mean	Difficulty in getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Below his usual standard
Clumsy	Not physically well coordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention

Coordinating

It is the role of the school counselor to coordinate all counseling services and to inform the school community about their existence. Furthermore, the counselor advocates for all students, refers students to community agencies when necessary and assists in coordinating student services.

As the scope of school counseling programs has expanded, it has become necessary for school counselors and the school staff to work together to see that the goals of the guidance program are being met. As the

students' primary teacher, the classroom teacher is in an excellent position to convey those guidance goals through the regular classroom curriculum.

School counselors, curriculum chairpersons and administrators can help teachers identify ways of integrating guidance goals into the curriculum. This section gives examples of how guidance goals may be integrated into specific classroom lessons. Section II of this manual offers futher suggestions of activities which can be used in the classroom by both teachers and counselors.

Integration of Guidance with Classroom Instruction

(Sample Lessons)

I. Teaching Social Studies With A Guidance Focus in Elementary Grades

The study of North Carolina, its history, its culture and its environment is an important part of the social studies program in the elementary grades in North Carolina schools. Students learn to understand their heritage and develop an understanding of where they live. This learning is greatly enhanced by infusion of guidance objectives that help the students personalize the subject matter.

Goal I: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Goal II: The learner will gain life-planning skills that are consistent with needs, interests, and abilities.

Goal III: The learner will demonstrate responsible social skills and an understanding and appreciation of being a contributing member of society.

A. Activity One - Manteo and Wanchese

1. Materials: Story of Wanchese and Manteo, the first Indians taken to Europe from the new world.
2. Procedures:
   a. Read story of Manteo and Wanchese.
   b. Brainstorm positive qualities in helpful Manteo and negative ones in unfriendly Wanchese.
   c. List qualities students look for in friends.
   d. Have each student write three positive qualities they have as a friend on a slip of paper without names.
   e. Read one list at random and have class guess who it is. Do not reveal if they are correct but continue with a discussion of "If this were Billy, what other words would we add to his list."
   f. Continue for four or five students.
3. Evaluation:
   Have students list two qualities they admire in Manteo and they admire in a good friend.

B. Activity Two - Education in North Carolina - A Field Visit

1. Materials: Reading lesson on education in North Carolina from social studies text.

2. Procedures:
   a. Read about the various types of education available to people in North Carolina.
   b. Make a list of all the places people can go for an education.
   c. Visit a community or technical college, business school or some other type of educational agency.
   d. Have students, in pairs, interview one member of the staff of the institution: media persons, counselors, teachers, etc., and discover what they do to help people learn.
   e. Discuss how learning is a life-long and continuous process.
   f. In class, have students make reports about their interviews.
   g. Ask students what subjects they would want to learn about if they attended the educational institution the class visited.

3. Evaluation: Students will list two education institutions in their local area and two others in North Carolina and identify at least one thing that people learn there.

C. Activity Three - The Thing-a-ma-gig Factory

1. Materials: colored markers, pencils, or crayons and a piece of plain paper, lesson from North Carolina Social Studies text on factories and industries in North Carolina.

2. Procedures:
   a. Read about the industries of North Carolina.
   b. Identify products at home that were made in North Carolina. Find a label of a food product or some other product made in North Carolina and bring it to class.
   c. Pick one manufactured item and list the steps necessary to make it. Repeat several times.
   d. Make even-numbered rows of students.
   e. Give each student in a row a different task. Sample: Student #1 draws shape,"⬭" then passes the paper to the next person(#2). That student draws an " ∩ "on the picture given to them, student #3 adds a " " at the top, and #4 adds a " " on the bottom. The final product is a flying saucer.

To simulate an assembly line, the teacher rings a bell every 10 seconds and children pass their work back. After completing about ten flying saucers, end the game. Discuss cooperation, working under a time limit, contributing to the group task, etc.

3. Evaluation: Students list three products made in North Carolina.Choosing one North Carolina made item, students identify one advantage of team work. Tell about one time when they felt pressured by time.

II. Teaching Earth Science With A Guidance Focus In the Middle School Grades

An important component in the course Earth Science is the study of astronomy, universe and the solar system. As we learn more about the universe around us, we, in fact, learn more about ourselves. In the last 50 years, our knowledge in this area has grown tremendously. The landing of men on the moon and the close-up photographic visits to the planets by Voyager were immensely intriguing and stimulating. Students utilize the excitement of space to not only learn about the planets and stars, but how learning is a life-long and changing process, how technology affects new careers, and what role they might play in the unpredictable future.

Goal I: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Goal II: The learner will demonstrate an appreciation and understanding of the life-long process of learning, growing, and changing.

A. Activity One - Lunar Expedition

1. Materials: lesson on the lunar environment.

2. Procedures:
   a. Conduct a simulation game about the first lunar outpost.
   b. Explain that each student is one of the first lunar colonists preparing for the trip. Your first activity is to set up group roles for your protection.
   c. Have students make a list of potential dangers to colonists.
   d. Based on this list, brainstorm roles you need as colonists to ensure survival and group harmony.
   e. Develop a procedure for voting on rules.
   f. Each rule is defended by one person and criticized by another colonist.
   g. Choose rules for lunar colonists.
   h. Process exercise: What was easy and hard in establishing group rules?
   i. Use same procedure to develop classroom rules.

3. Evaluation: Given a list of school rules, each student will be able to identify consequences of non-compliance and reasons the rules were established.

3. Activity Two - Solar System/Self Life-Line

1. Materials: lesson on the history of how man has viewed the stars, planets, and the sun.

2. Procedures:
   a. Read lesson on evolution of thought on nature and structure of the solar system.
   b. Have students trace the development of various conceptions of the solar system from ancient times to present. Have students construct models of solar system as conceived by past astronomers.
   c. List what was learned from the Voyager space mission.
   d. Brainstorm what else might be learned about the solar system in the future if people visited the planets.
   e. Construct a life line of the solar system with facts and dates from the past and present and a section on the future.
   f. Discuss how learning is a life-long and continuous process.
   g. Construct a personal life line with dates and significant events, including a description of the present and a section on the future.

3. Evaluation: Identify ways knowledge of the solar system has changed. Describe why continued learning is important to now and in the future.

C. Activity Three - Careers in Space

1. Materials: Article from Popular Science types of magazines on space colonies.

2. Procedures:
   a. List technologies from space program.
   b. Describe various careers that have developed around these technologies.
   c. After reading about space colonies, discuss what life would be like in such a colony. How would it be different than on Earth?
   d. Each student creates a career that would be needed in a space colony and that he/she would enjoy.
   e. Write a job description to the colony supervisor outlining why the job is important for the colony and how you are uniquely qualified to fulfill it.

3. Evaluation: Each student will be able to list three careers that don't exist now that might be needed in the development of space and space colonies.

III. Teaching High School English With A Guidance Focus

Below is an example of teaching high school English using a unit on Shakespeare with a guidance focus. The purpose of this unit is to explore Shakespeare's Othello and make the material relevant to the students. Through an exploration of this play, students will examine their own values and beliefs as well as discuss how to make friends.

Goal I: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Goal II: The learner will demonstrate responsible social skills and an understanding and appreciation of being a contributing member of society.

A. Activity One - Othello rank order

1. Materials: Othello plot summary.

2. Procedures:
   a. Tell students they will rank the characters from #1 (whose actions you most approve) to #5 (the character whose actions you least approve).
   b. Read summary aloud.
   c. Rank characters 1-5 on paper with reasons for choice
   d. Designate places in the room for each character and ask students to go to their choice for #1. With partners, students discuss reasons for choice, then share with the entire group. Repeat with choice #5.
   e. Follow up with discussion about a time when you were judged wrongly or when you felt like one of the other characters in the play.

3. Evaluation: Have students write "I learned ..." statements at conclusion of activity.

B. Activity Two - Othello Role-play

1. Materials: a scene from the play.

2. Procedures:
   a. Read scene, leaving it open ended, (stopping before the end of the scene).
   b. Discuss: "What's happening in this scene?"
   c. Brainstorm: "What might happen next?" List possibilities on board.
   d. Have students put their names on slips of paper and put males (Othello) in one pile and females (Desdemona) in another.
   e. Select an Othello and Desdemona and set the scene. Act out any of the alternatives on the board.
   f. Discuss "what happened" and "what made that happen."
   g. Re-do scene 2-3 times with new players and different alternatives.

3. Evaluation: Each student will be able to identify in writing at least three alternative endings to a given scene from Othello.

C. Activity Three - Othello Round Robin

1. Materials: None.

2. Procedures:
    a. Arrange students in concentric circles with each facing a partner.
    b. Read Iago's speech, "I am not what I am." Discuss the theme of dishonesty.
    c. Partners in the circle share for three minutes each on one of the topics below, then take notes to remember what each said. Then outer circle persons move one person to the right to share on the next topic for three minutes. Five topics usually take 30 minutes.

    Topics:

        1) A time when as a child I was just plain dishonest
        2) A time when I manipulated things to get what I wanted
        3) A time when my actions were misinterpreted by others
        4) A time when I did what I wanted regardless of others
        5) A time I lied to myself

    d. Discuss in whole group "what surprised you in doing this" and "what bothered you in doing this."
    e. Discuss "what Iago's dishonesty got him."

D. Evaluation. Test on Othello

1. If you could spend tomorrow in school as one of the characters from Othello, which one would you be? List reasons.

2. What type of student would you be as this character? What would be your best subject?

3. Match feeling to the characters:

1. Othello	a. Anger
2. Desdemona	b. Jealousy
3. Iago	c. Love
4. Brabantio	d. Revenge

4. Choose one of the four feelings and write a paragraph describing a time when you had that feeling. Make the reader "feel" the feeling.

5. Use the following words in a sentence about Othello:
    a. Excitement, foreign, father, young
    b. Love, hate, fool, I

Student Appraisal

Standardized testing is an important tool for evaluating student needs, diagnosing difficulties and appraising student performance. In conjunction with other school staff, the school counselor can help ensure that student testing is carried out in a professional manner and can interpret results of standardized testing for members of the school community.

The counselor also uses non-standardized methods for assessing students, including classroom observation, student self-reports and other records. This section includes sample forms that counselors and teachers can use to assess needs of individual students. These forms are not intended for surveying groups of students, but rather for assessing individual students.

(Sample Form)

Student Needs Survey

(K-2)

This is a sad face.

This is the way I feel about ice cream.

GRADE:_____

1. Most of the time this is the way I feel about myself.

2. This is how I feel about coming to school.

3. This is how I feel about the work I do in school.

4. This is how I think my teacher feels about me.

5. This is how I feel about making friends.

6. This is how other children feel about me.

7. This is how I feel about talking with my teacher.

8. This is how I feel about talking in show and tell.

SCHOOL_____

(Sample Form)

Student Needs Assessment

(Grades 3-5)

Grade _____

Instructions: Please read each statement and check whether you mostly "agree" or mostly "disagree" with the statement. Your responses should be private, so please do not put your name on this questionnaire. If you do not have an opinion about a statement, leave it blank and go on to the next one.

	AGREE	DISAGREE
1. I generally feel good about myself and my life.	_____	_____
2. I believe school is important to my future.	_____	_____
3. Most of the time, I am satisfied with my school work and achievement.	_____	_____
4. I enjoy being around people and make friends easily.	_____	_____
5. I think the other students like me.	_____	_____
6. I like to do new things.	_____	_____
7. I finish what I start to do.	_____	_____
8. I am proud of myself.	_____	_____
9. I can do at least one thing well.	_____	_____

(Sample Form)

Student Needs Assessment

(GRADES 6-12)

GRADE_____

INSTRUCTIONS: Please read each statement and check whether you generally "AGREE" or generally "DISAGREE" with the statement. Your responses should be private, so please do not put your name on this questionnaire. If you do not have an opinion about a statement, leave it blank and go on to the next one.

	AGREE	DISAGREE
1. I generally feel good about myself and my life.	_____	_____
2. I believe school is important to achieve future goals.	_____	_____
3. Most of the time, I am satisfied with my school work and achievement.	_____	_____
4. I think most teachers have liked me during my years in school.	_____	_____
5. I enjoy being around people and make friends easily.	_____	_____
6. I think I'm generally well-liked by other students.	_____	_____
7. I am pleased with my relationships with teachers.	_____	_____
8. I am comfortable talking in front of a class.	_____	_____
9. I want to learn more about careers that are of interest to me.	_____	_____
10. I need to develop plans which help me reach my educational and career goals.	_____	_____
11. I need to develop better decision-making skills.	_____	_____

SCHOOL_____

Professional Practice and Development

Counselors use recognized professional practices in carrying out all functions of the school counseling program. Professional practice includes ethical standards of the counseling profession as well as laws, policies and procedures relating to school counseling.

In order to stay abreast of developments in the field of counseling, school counselors attend workshops and read current counseling materials. This section provides self-surveys to help school counselors evaluate how well they are carrying out their school programs and to identify areas for additional professional development.

This section consists of information and instruments that can be used for counselor self-assessment and can assist with counselor performance appraisal. A detailed account of specific areas for accountability found on the N.C. School Counselor Performance Appraisal Instrument can be found in the companion manual *"On Our Way to Becoming: School Counseling in North Carolina."*

Instrumentation is only one facet of counselor evaluation. School systems and administrators are encouraged to plan evaluation and observation processes for school counselors that are appropriate for the profession and that will produce accurate and reliable information about the counselor's performance. One key to successful counselor evaluation is to use observers and evaluators who are trained in counseling processes. This is not always possible in all school systems, and alternative means of counselor observation and supervision need to be explored. One alternative is to contract with a counseling consultant who could assist with the evaluation of counseling processes used in the school counseling program.

Some Important Questions for School Counselors

1. Goals and objectives . . . What are your goals? What are you trying to accomplish as a counselor? Which ones are for all students? For target populations? For selected students? Which goals are given highest priority?
2. Roles and functions . . . What are you doing to accomplish your goals? How is your contribution unique? What is missing or needed in order to have a more comprehensive approach?
3. Schedules and calendars . . . How are you managing your time? What minimum number of counselor functions can be scheduled for the week? How is the weekly calendar of events related to the yearly one? What special topics are getting attention and when?
4. Skills and tasks . . . What skills are needed to be successful in the roles and functions? How do you rate yourself on those skills? In which roles or functions do you need additional training or retraining?
5. Activities and procedures . . . How have you organized and structured activities? Have some activities been arranged in a sequential series or as a set of structured experiences? What kind of classroom guidance units have you developed and implemented with teachers?
6. Evaluation and accountability . . . What kind of results are you getting? How are you accountable? Are you making a difference? What are you doing to let others know about your work?
7. Professionalism and personal growth . . . What are you doing to grow professionally? What contributions are you making to your profession and what you are getting in return? What does the profession mean to you? What are you getting out of being a counselor?

(Sample Form)

Self-Assessment for the School Counselor

DATE_____

A school counselor needs to develop personal and interpersonal qualities and skills that are necessary to function at intellectual, emotional and social levels with others in a helping, facilitative, growth-producing manner. To accomplish this, the school counselor must make an in-depth assessment of self. This assessment form can be used by school counselors for self-evaluation.

Directions: Completion of this self-assessment form will require a private self analysis. Your frank appraisal of self in answering this questionnaire will be most helpful in assessing present strengths and determining future professional growth. The following scale should be used:

(4) above average practice
(3) average practice
(2) below average or unsatisfactory practice
(1) missing or no evidence of being done

	Utilization Check One					
1. Demonstrate through counseling and life-style a respect for others and a relative absence of prejudicial behavior and stereotyping statements.	Yes	No	1	2	3	4
2. Demonstrate the ability to communicate acceptance and empathy to the student.	Yes	No	1	2	3	4
3. Demonstrate a recognition of personal competencies and limitations.	Yes	No	1	2	3	4
4. Accept, respect and value individual differences in all persons.	Yes	No	1	2	3	4
5. Demonstrate the capacity to manage personal emotions under stressful circumstances.	Yes	No	1	2	3	4
6. Demonstrate self-confidence.	Yes	No	1	2	3	4
7. Demonstrate the ability to translate feelings into words, without distorting their meaning.	Yes	No	1	2	3	4

	Utilization Check One					
8. Demonstrate the ability to establish rapport with students.	Yes	No	1	2	3	4
9. Participate in staff development, inservice, classes, conferences, conventions, etc., to expand knowledge and understand self and others.	Yes	No	1	2	3	4
10. Demonstrate a knowledge of and adherence to professional ethics.	Yes	No	1	2	3	4
11. Demonstrate consistency, dependability and confidentiality when dealing with others.	Yes	No	1	2	3	4
12. Demonstrate sincerity, genuineness and honesty in relating to other persons.	Yes	No	1	2	3	4
13. Exhibit a high degree of awareness of self and others.	Yes	No	1	2	3	4
14. Demonstrate constructive confrontation techniques that are free from ridicule, destructive criticism and passive hostility.	Yes	No	1	2	3	4
15. Communicate to the student the parameters of the counseling relationship so that expectations are clearly understood.	Yes	No	1	2	3	4
16. Demonstrate the willingness to offer only those services for which I am qualified.	Yes	No	1	2	3	4
17. Provide services for all students regardless of race, national origin, sex, religion and handicapping condition.	Yes	No	1	2	3	4
18. Am sensitive to biases, prejudices and stereotypes which act to deny equal access to all school programs, services and activities.	Yes	No	1	2	3	4
19. Am a member of professional national counseling organizations (ACA, ASCA, etc.). List: _____	Yes	No	1	2	3	4
20. Am a member of professional state counseling organizations (NCCA, NCSCA, etc.). List: _____	Yes	No	1	2	3	4
21. Have participated in staff development or inservice activities relevant to professional growth.	Yes	No	1	2	3	4

(Sample Form)

Summary Format for Counselor Self-Assessment

Areas of Strength:

Areas Needing Improvement:

Short-Range Plans for Improvement:

Long-Range Plans for Improvement:

Additional Comments:

Professional Associations and Journals for Counselors

Professional Associations:

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304-3300

American School Counseling Association
(same address as above)

North Carolina Counseling Association
(address changes yearly)

North Carolina School Counseling Association
(address changes yearly)

Professional Journals:

Journal of Counseling and Development

The School Counselor

Elementary School Guidance and Counseling

Section II

Activities for Teachers, Counselors and Schools

Activities

This section of the Resource Manual presents four major goals for school counseling services, outcome objectives for these goals, and sample activities that can be used by counselors and teachers in helping students attain these goals. The four goals for counseling services are identical to the goals of North Carolina's school counseling program, as found in The Standard Course of Study. The four goals are to help students:

1) Demonstrate a positive attitude toward self as a unique and worthy person.

2) Gain life-planning skills that are consistent with needs, interests and abilities.

3) Develop responsible social skills and an understanding and appreciation of being a contributing member of society.

4) Demonstrate an understanding and appreciation of the life-long process of learning, growing and changing.

All services and activities provided by the school counselor are aimed at assisting students with one or more of these four goals. When the guidance goals cannot be met within the context of the classroom curriculum, counselors can offer services to provide specific individual and small group assistance to students. The goals remain the same, but the services are more focused and direct in meeting the individual needs of students.

The activities suggested in this section of the resource manual are intended as sample ideas that school counselors and classroom teachers can use or adapt to create worthwhile learning experiences for all students. School counselors do not work in isolation. They are most effective in helping students with personal, social and educational development when they work in cooperation with classroom teachers. In that spirit, many of the suggestions in this section rely on the professional collaboration and cooperation of school counselors and teachers working toward common goals for the benefit of students.

Elementary Grades

Goal 1: The student will demonstrate a positive attitude toward self as a unique and worthy person.

I. Student Outcomes: The student will be able to:

A. Verbalize both positive and negative feelings.

B. Identify the roles that he/she enacts throughout a day.

C. Describe personal traits and behavior that he/she likes about self.

D. Evaluate traits and behaviors admired in others.

E. Demonstrate a positive attitude about self.

F. Discuss and share feelings about self.

G. Discuss how understanding various differences in personal attributes among people helps one's self-concept and social relationships.

H. Define and discuss the meaning of self-concept.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors:

1. Play a charade game where students act out feelings listed on cards.
2. Keep a "feeling word" vocabulary list in the classroom, and add and subtract as students learn more about old words and discover new ones.
3. Play the "hat-role game." Make cone hats from large, colored construction paper. Have class identify roles they play during the day (i.e., student, friend, leader, etc.) and label hats with the different terms. Design a role-playing situation and have students analyze the role the person with the hat played. Several people can play the same role in various ways.
4. Use stories from literature studied by the class and have students identify how characters feel in the stories. Then ask how they would feel in similar situations.
5. Ask students to make a list of good things they can do for others to help them like themselves.

B. Other Activities for Counselors

1. Self-awareness activities. Have students relate their strengths and weaknesses to things they like and do not like to do.
2. For students whose parents are divorcing or separating, have a group experience helping them express feelings about themselves and their situation.
3. Organize and present an inservice for teachers or parents on self-concept development and how it relates to stregthening academics.
4. Help teachers integrate these activities into existing curricula.

C. Other Activities for Whole School

1. After classroom units on expressing feelings and sharing positive evaluations with others, hold an "I Like You Day" in your school. Copy "I Like You Because..." cards. Give all children three to four cards, and have them share with others during the day. Students could keep journals and share their experiences in the last 10-15 minutes of the day.
2. Develop a self-concept bulletin board that shows examples of influencing factors. Let different classes alter the "factors" each week so that bulletin boards change.

III. Evaluation

A. Have students make individual lists of feeling words.

B. Have each student list three classmates and as many positive traits as they can.

C. Ask students to develop self descriptions, orally or written, that include elements of who I am, where feelings come from, and what makes me do what I do.

Goal 2: The student will gain life-planning skills that are consistent with needs, interests, and abilities.

I. Student Outcomes: The student will be able to:

A. Describe ways that communication, mathematics, and economics are used in the classroom, the home and community.

B. Discuss the inter-relationship of basic skill areas.

C. Identify ways that he/she relies on basic skills to satisfy needs.

D. Evaluate his/her achievement and proficiency in the basic disciplines.

E. Demonstrate the capacity to follow instructions and complete assignments.

F. Demonstrate the ability to work independently.

G. Demonstrate the ability to share and to work cooperatively on group tasks.

H. Discuss school tasks that are similar to skills essential for career success.

I. Compare his/her school interests and skills to familiar jobs and occupations.

J. Describe workers in terms of the work they perform.

K. Evaluate the importance of familiar jobs in the community.

L. Understand the importance of planning and preparing for the world of work.

M. Discuss work-related activity in the home.

N. Identify occupations that contribute to one's basic needs and those of the community.

O. Evaluate the way that familiar jobs contribute to the needs of society.

P. Demonstrate a positive attitude toward work.

Q. Describe work roles of family members, school personnel and community workers.

R. Describe work activities that are appealing.

S. Describe jobs that are unique to the student's community.

T. Describe a job and its requirements.

U. Identify desirable working conditions of familiar jobs.

V. Identify skills needed to make a decision.

W. Identify, with other students, simple strategies used in solving problems.

X. Demonstrate the basic steps required in making a decision.

Y. Discuss the importance of learning skills for decision making.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Have students interview parents or neighbors about specific subjects studied (math, science, reading) and list all the ways they use them in school, at home and outside the home.
2. Have each student do a time-line chart for various skill areas. On each chart, start with what is learned first, significant learning along the way, learning in the present, and what will probably be learned in the future.
3. Develop a work habits self-check list and have students identify those they want to improve.
4. Discuss contracts and how people use them. Write contracts to improve specific skill areas.
5. Design a model town:
   a. use large butcher paper
   b. list things we want in our town-draw on paper roads, buildings, etc.
   c. identify workers we need in our town–cut out pictures from magazines
   d. identify skills these workers will need.
6. Discuss why various jobs are important (What it would be like with no mail carrier, etc.).
7. Have students brainstorm a list of jobs, then let them pantomime the tools used in each occupation.
8. Make job collages for specific occupations.
9. Social Studies – Make a list of jobs necessary to the early colonies. Are these jobs necessary today?
10. ABC Career Game - Have students name a career for each letter of the alphabet.
11. What's My Line - Write riddles on index cards and have students pull them from a box and read them while the other students guess the occupation on the riddle card.
12. Job Charade Game - Have children act out the occupation of their parent or guardian. The other students guess what job they are depicting. Discuss how this job helps others.
13. Follow The Dollar Game - A worn out dollar bill is passed around the room from child to child. The children join in an imaginary trip backwards in time to see where the dollar could have been. (Examples - "I got the dollar as change from a grocery store. "The cashier got it from a boy who bought apples.")
14. Reading - Have students make reports on jobs in which they are interested.
15. Occupations of My Ancestors - Have students draw a family tree and show the occupations which each member of their family pursued. Discuss the variety of occupations.
16. U.S.O.E. Occupational Clusters - Students are informed about the 15 occupational clusters. Students are asked to gather pictures to represent each of the clusters and place these pictures on a large poster or bulletin board.
17. Trace a Product - Have students identify a product, like a cheeseburger, and list all the jobs involved in assembling materials and producing it.
18. Book Reports - From books they read, have students share characteristics of careers or reasons famous people give for selecting their jobs.
19. Match Objects - Ask students to find pictures of tools and identify in which job the tools are used.

20. Career Pantomime - Have students draw names of jobs with descriptions, and mimic the actions of the job for others to guess.

21. Art Activity - Ask students to draw a picture representing what job someone in their family or neighborhood does. Share and discuss different occupations represented.

22. Have students interview workers they admire and let them discuss why they admire them.

23. Identify typical problem situations children face. Role-play the situation leaving the problem unresolved. Brain-storm solutions on the blackboard. Role-play several endings. Make a list of consequences for each alternative.

B. Other Activities for Counselors

1. After classroom sessions on decision-making, pass out open-ended self-referral forms that start with "I need help making a decision about ..." Work one to one or in small groups applying problem-solving techniques.

2. Use bibliotherapy and make up a reading list of stories in which characters resolve problems with appropriate decision-making skills.

3. Run small group sessions for students who want to learn more about the impact of school learning on outside life.

4. Conduct interest inventories and discuss how skills the students are learning are related to ex pressed interests.

5. Develop contracts for individuals having trouble with study and work habits. Develop reward systems.

6. Develop a group counseling program for improving work habits and let students encourage and support each other in improving study skills.

7. Use peer facilitators as big brothers/big sisters to spend time with students when they finish work tasks. Also utilize peers in discussing study habits, general learning skills and specific tutoring.

8. Provide career awareness and occupational information to teachers.

9. Conduct staff training on infusing career development into existing curriculum.

10. In classroom guidance sessions, have students work in pairs to prepare puzzles showing a job with tools that are used in that particular job. The students will work cooperatively, introduce job roles, and discuss their job puzzle.

11. Help teachers integrate these activities into existing curricula.

C. Other Activities for Whole School

1. Have a bulletin board emphasizing a different career cluster each month.

2. Have a poster contest on occupations in the community.

3. Hold a Career Awareness Day.

4. Coordinate field trips to local businesses, industries, colleges and universities.

III. Evaluation

A. Administer pre- and post-tests for measuring the understanding gained by students about occupations related to the needs and functions of society.

B. Given a list of occupations, students will match them with work performed.

C. Students will be able to list the major steps of decision-making.

Goal 3: Develop responsible social skills and understanding and appreciation of being a contributing member of society.

I. Student Outcomes: The student will be able to:

A. Identify the ways that individuals differ in interests, aptitudes, values, attitudes and abilities.

B. Discuss how understanding the similarities and differences of others contribute to one's personal development.

C. Make positive statements about self and others.

D. Demonstrate an awareness that all persons have needs to belong and to be accepted by others.

E. Identify individual needs as they relate to a group.

F. Describe desirable skills for interacting with and relating to others.

G. Identify sources and effects of peer pressures.

H. Identify words that describe emotions.

I. Identify ways that individuals express various feelings of emotion.

J. Understand the meaning of stress and conflict.

K. Discuss activities and situations that cause stress and conflict.

L. Evaluate the way he/she acts during stress and conflict.

M. Identify the basic needs of people.

N. Discuss individual basic rights and privileges.

O. Show understanding of self-discipline and responsibility as important characteristics of citizenship.

P. Define his/her citizenship responsibilities within the family, the school and the student's community.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Make thumb prints, silhouettes, handprints, or other identifying art activity and discuss similarities and differences.

2. Make "ing" name tags that tell qualities about yourself.

3. Develop three lists of interests, aptitudes and values based on things typical for age group. Have students rank them in order of importance. Put a number in different parts of the room. Ask for each item (one number for each ranking), "How did you rate it?" Students go to a spot in room corresponding to how they ranked them. Repeat activity for each list.

4. Write a want ad for a friend; include characteristics desired.

5. Have students make a list of things they could do to be more friendly.

6. Ask students to list behaviors that keep friendships and make others feel good about them. Have students keep a record of things they do to make others feel good and like them.

7. Explain fight, flight and compromise methods of dealing with problems. Use the metaphors: Lion - fights what is causing stress; Rabbit - removes himself from problems; and Armadillo - adapts to problems.

8. Teach conflict resolution skills to all students.

9. From stories, movies, T.V. programs or other media, have students identify feelings of characters and discuss how feelings were handled and how they could be handled differently.

10. List Maslow's needs from lowest to highest: food, shelter, safety, belonging, love. After explaining each, play the "What would the world be like without" game for each need.

12. Plan an imaginary trip to the moon as the first space colonists and decide on the rules for a new colony. Why were those rules chosen?

13. In social studies, identify characters from U.S. and North Carolina history and explain why they were considered responsible citizens.

B. Other Activities for Counselors

1. Help new students feel welcomed with orientation and peer helper involvement.

2. In consulting with teachers, emphasize that there are many ways that uniqueness can be developed into strengths. Many unique capacities or abilities are overlooked when evaluating children.

3. Lead friendship groups and focus on how to make friends, how to be a good friend, etc.

4. Identify social isolates and provide socialization training in small group or individual sessions.

5. Start a compliment club, secret pal, or warm fuzzy organization among the faculty to facilitate positive sharing.

6. Work with children who have trouble acting responsibly by using a contract/reward system in conjunction with small group counseling.

7. Develop a peer helper program that teaches helping skills.

8. Lead test-anxiety groups for young children who display strong anxiety in testing situations.

9. Lead small group sessions on understanding divorce and separation.

10. Help teachers integrate these activities into existing curricula.

C. Other Activities for Whole School

1. Have various days/weeks that highlight cultural differences.
2. Have student of the day/week by school or class and emphasize uniqueness and specialities.
3. Set up a welcome program for new students to make them feel a part of school soon after arrival.
4. Ask students to contribute positive feelings about people identified as student of the day or of the week.
5. Set up a discipline policy with regard to fighting where students are told to remain in a secure but supervised room (e.g., sick room next to office) and work out solution before returning to class (or lunch, etc.). Solution must remove need for fighting and be approved by counselor or other adult.
6. Present inservice sessions for teachers on how to cope with "teacher stress."
7. Have a citizenship week focusing on citizenship in community, home and school.
8. Have a Good Citizen of the Week contest in various classes with written profiles and pictures on bulletin boards.

III. Evaluation

A. Students list needs that all people have, and share a time they had a need filled by another person.

B. Students list three reasons why rules are important.

C. Students list three advantages of sharing and taking turns.

Goal 4: Demonstrate an understanding of the life-long process of learning, growing and changing.

I. Student Outcomes: The student will be able to:

A. Identify the parts of the human body and their functions.

B. Identify changes in physical appearance as a result of biological development.

C. Identify educational experiences that are enjoyable.

D. Describe the relationship between learning and effort.

E. Describe how success and failure are a normal part of life and learning.

F. Discuss different kinds of educational opportunities.

G. Define and understand achievement, aptitudes and interests as part of understanding self.

H. Identify specific learning tasks that he/she enjoys most.

I. Describe experiences at home, at school and in the community that make learning enjoyable.

J. Discuss the meaning of change and how it affects one's daily decisions.

K. Define leisure, and list types of leisure activities pursued by family, friends, and self.

L. Describe ways that he/she may enjoy satisfying leisure time activities.

M. Discuss leisure time activities available at home, at school and in the community.

N. Select individual and group leisure time activities.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Using egg cartons, yarn, construction paper, glue, popsicle sticks, etc., have groups of students construct a physical body and discuss its parts.
2. Ask students to discuss with parents what they were like as an infant, toddler, youngster, etc. Discuss with parents how and where they were born and what feelings their parents had. What happened during mom's pregnancy? Bring in pictures and make a time line of physical changes.
3. In grades 5-6, teach a unit on physical growth and development, including what it means to be a boy or a girl.
4. In physical education classes, students will discuss the importance of exercise to various parts of the body.
5. In health classes, good nutrition is examined and relationship to growth is explored.
6. In music, play "Hokey-Pokey Game" with music and body parts.
7. Break a learning task down into its components. Have students tell what they had to learn and master before they could ride a bike, and share their feelings about the difficulty in learning to ride.
8. Have each student make a learning profile with three lists: 10 things I can do well: 10 things I have accomplished: and 10 things I enjoy. Discuss lists.
9. Have students construct a time-line of significant learning, including projected learning. Be sure to discuss importance of change in themselves and in others.
10. Have students brainstorm ways they find satisfaction in leisure time activities. Draw pictures.
11. Make a collage of various leisure time activities.
12. Invite parents to visit class to discuss leisure time activities (show hobbies, etc.).
13. Ask students to describe what the members of their families might do on a typical weekend. Discuss different life styles.
14. List some things that you have seen other people do (in their leisure time) that indicate what they feel is important.
15. Discuss ways to effectively use leisure time at school.

B. Other Activities for Counselors

1. Hold groups for underachievers which focus on developing motivation, experiencing rewards of learning through contracts, and learning specific study skills.
2. Consult with teachers about techniques for motivating children.

3. Present role play where students wake up as adults going to work. Have them identify pleasant experiences at work. Later discuss how learning is an important and necessary element in career satisfaction.

4. Offer small group sessions on the effective use of leisure time as a follow-up to class units.

5. Use bibliotherapy to make a book list of leisure time activities.

6. Help teachers integrate these activities into existing curricula.

C. Other Activities for Whole School

1. Highlight American Education Week with programs on learning in schools during the past and what schools might be like in the future.

2. Plan "Good Health" bulletin board (the cafeteria is a good place), and each month, focus on a new aspect of physical health.

3. Have a "Citizenship Week" focusing on citizen responsibilities in the community, home and school.

4. Organize a good citizen of the week contest in various classes with written profiles and pictures on bulletin boards.

5. Develop an area in the media center to illustrate the relationship of learning to later change and growth. Have students pick a skill area and review occupations that utilize that skill, or listen to tapes of persons who explain how that type of learning enriches them.

6. Have a "Hobby Day." Choose certain grade levels and let students bring hobbies in to display.

7. Designate a Friday afternoon as "Special Interest Day" and have parent volunteers teach mini-courses on hobbies and leisure time activities. Ask volunteers to relate particular hobby/leisure skills to what we learn in school.

III. Evaluation

A. Pre- and post-test the student on knowledge of body parts and functions.

B. The student will be able to list three ways a specific learning task involves effort.

C. The student will be able to list three places outside school and home he/she went to learn something.

D. The student will be able to list five places in his/her community that help learners.

E. The student will be able to list a favorite subject and tell two things about it.

F. The student will identify at least one method of making a specific learning activity more enjoyable.

G. The student will list a leisure time activity for school, home and community, and describe how each is personally satisfying.

Middle Grades

Goal 1: The student will demonstrate a positive attitude toward self as a unique and worthy person.

I. Student Outcomes: The student will be able to:

A. Assess personal likes and dislikes.

B. Assess individual attributes required for successfully fulfilling different stages of development.

C. Identify psychological needs and the ways they are met.

D. Identify the influence of one's environment on personal attitude and behavior.

E. Identify interests, abilities and aptitudes as components of personal uniqueness.

F. Identify specific life experiences that are influenced by various personal attributes and self-perceptions.

G. Assess understanding of self and development toward a positive self-concept.

H. Demonstrate skills in disciplining self and in being responsible for own behavior.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Practice "self-talk" which reinforces good qualities about oneself. Use statements such as "Things I do well are ..." and "Things I like about myself are ..."
2. Name three ways of building one's own self-confidence. Name three ways of building it in friends/others.
3. Identify three things I do well; three things people appreciate about me.
4. Write a "Happy Gram" to someone which compliments them or gives them positive feedback.
5. Have students analyze their time for one day and develop a planning calendar using what was learned.

B. Other Activities for Counselors

1. Conduct inservice for staff on the development and, influence of self-concept on learning.
2. Set up a small group counseling program around the theme of "Getting To Know Yourself."
3. Develop peer helper programs to train students in learning how to enhance the self-concepts of their peers.
4. Use peer helpers to assist teachers with guidance activities on self-concept and development.

C. Activities for Whole School

1. Conduct a Friendship Week. During the week, teachers and counselors lead sessions on "How We Make Friends" and "Who Are Our Friends?" Ask students to begin one new friendship during the week. Plan specific activities with this new friend, and at the end of the week, write a brief report for language arts class.
2. Design a "Someone Special Day." On a regular basis, students have the opportunity to teach their peers something in which they are proficient.

III. Evaluation

A. Students will identify three things they do well.

B. Students will list three ways to build self-confidence.

C. Students will identify beneficial elements of friendship.

Goal 2: The student will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

I. Student Outcomes: The student will be able to:

A. Describe the importance of communication, mathematics, and economics in society.

B. Assess individual strengths and weaknesses in the basic skills.

C. Implement a plan of action for improving skill deficiencies and overcoming deficiencies.

D. Plan and implement projects with others.

E. Use educational resources for improving knowledge and skills.

F. Accept responsibility for developing one's potential.

G. Identify advantages and disadvantages of different types of post-secondary educational and training programs.

H. Demonstrate knowledge of the requirements for entering post-secondary education and training programs.

I. Select appropriate school courses which reflect educational and career interests.

J. Discuss the variety and complexity of occupations and jobs.

K. Demonstrate an understanding of the importance of personal traits to job success.

L. Describe the relationships between the needs of society and the work performed by the members of society.

M. Describe the various appealing aspects of jobs.

N. Demonstrate knowledge of occupations and jobs that contribute to society.

O. Identify various ways occupations can be classified.

P. Relate personal values, abilities and skills to occupational classification.

Q. Demonstrate skills in using available school and community resources to learn about occupations.

R. Use decision-making skills in selection of courses and in setting tentative career goals.

S. Compare one's own personal interests, abilities and attitudes with an adult model.

T. Evaluate physical and mental abilities in relation to job opportunities and personal interest.

U. Recognize how one's personal values relate to career choices and life style.

V. Identify the demand for workers in various occupations.

W. Assess his/her salable skills for making educational choices.

X. Select vocational exploratory and introductory programs related to career interests.

Y. Choose instructional programs that will best meet needs.

II. Potential Activities

A. Classroom Activities for Teachers and Counselors

1. Have students project their adult life and describe this life in a creative writing exercise.
2. In class, brainstorm how work habits are related to school skills, e.g., following directions, staying on task.
3. Have students write a paper in English class on the question "What do I plan to do with my life?"
4. In social studies, review how famous people have experienced success and failure. Have students write, anonymously, a failure experience on cards and discuss from randomly chosen cards.
5. Have students engage in decision-making exercises.
6. Have students in pairs investigate entrance requirements for education programs or jobs.
7. Make course choices appropriate for an exploratory level at the time of pre-registration.
8. Ask students to make a list of as many decisions as possible that we make between 7 a.m. and 12 noon.
9. Register for 9th grade courses.
10. Have students write an autobiography of their life in school, assessing their strengths and weaknesses.
11. In small groups, explore feelings related to success and failure.
12. Have students interview adults, parents, teachers, or relatives about their leisure time pursuits.
13. Have students list "Twenty Things I Like To Do." Categorize list by frequency, cost, alone and/or with others and time it takes.
14. In groups, have students share their favorite leisure time activity.

B. Other Activities for Counselors

1. In small groups, provide information and assistance for students to interpret their test results and career interest inventories.
2. Organize a study skills program.
3. Conduct small groups on "planning your future."
4. Help teachers integrate "decision-making skills" into the instructional program.

C. Activities for Whole School

1. During American Education Week, focus on activities that demonstrate the value of education in American life.
2. Invite high school and college student leaders in academics, sports and government to speak with classes about planning for high school and life-long education.

III. Evaluation

A. Students will select courses based on their abilities and career interests.

B. Students will use decision-making processes and skills in planning educational goals.

Goal 3: The student will demonstrate responsible social skills and an understanding and appreciation of being a contributing member of society.

I. Student Outcomes: The student will be able to:

A. Describe and demonstrate the importance of similarities and differences among people.

B. Demonstrate an acceptance and appreciation for the uniqueness of others .

C. Demonstrate concern and respect for feelings and interests of others.

D. Distinguish between self characteristics and group characteristics in interpersonal relationships.

E. Demonstrate tolerance and flexibility for interpersonal relationships and group participation.

F. Discuss alternatives when peer pressures are in conflict with one's value system.

G. Demonstrate socialization skills.

H. Discuss how one's behavior influences the feelings and actions of others.

I. Show respect for legal and moral rights of self and others.

J. Identify and demonstrate ways that we contribute to society as a whole.

II. Potential Activities

A. Activities for Teachers and Counselors

1. Have students pair off and interview each other and then introduce their partner to the group.
2. Design a "perfect student" using members of your class as parts. Be sure to include all students.
3. Play "Secret Qualities of Me." Have students list three of their positive qualities. Collect them and read at random. Ask students to guess this person. Ask students to add other qualities after they guess who it is. Repeat several times .
4. Identify how people might feel in a given situation. Discuss empathy for others.
5. Define cliques. Respond to statements about being excluded and how this makes people feel.
6. Write "Dear Abby" letters concerning problems of getting along with other people. Read the letters aloud, anonymously, and with classmates providing answers.
7. Discuss peer pressure and give examples of its potential effect on peoples' actions.
8. Participate in the activity "Building Walls Between Friends" by designing a picture of a wall and writing on each brick the feelings or actions that keep people from getting closer, e.g., jealousy, envy.
9. Create stories that present behavioral dilemmas, brainstorm solutions and give reasons.
10. Identify five controlled substances and tell how they affect our mental and physical health.
11. Play "Feeling Charades" in which a student draws a feeling word from a hat and acts it out until it is guessed by the other students.
12. Role play the parent in a teen/parent confrontation.
13. Write a "want ad" for a friend.
14. List at least five same-gender friends and five opposite-gender friends.

15. In small groups, have students discuss feelings they had when they were excluded from a group or clique. Make a list of feelings and discuss ways to handle them in a positive manner.

16. Participate in a "Take-a-Stand Activity." A social topic is offered. Anyone wanting to make a statement on the topic stands. Wait for the speaker to finish before speaking.

B. Other Counselor Activities

1. Have peer helpers identify students who are isolated in the school and invite them to join small group sessions.

2. Initiate a "Pride in Our School" program and have students think of activities they can promote during the year that demonstrate school pride.

III. Evaluation

A. Students will be able, in essay form, to describe what makes them unique as individuals.

B. Students will be able to identify three individuals and list five ways they are different and five ways they are the same.

Goal 4: The student will demonstrate an appreciation and understanding of the life-long process of learning, growing and changing.

I. Student Outcomes: The student will be able to:

A. Describe the importance of life-long learning and its relationship to success.

B. Discuss educational plans that reflect continued learning directed toward achieving career/vocational goals.

C. Determine priorities for leisure activities.

D. Discuss how leisure activities relate to life goals.

E. Participate in leisure activities that enrich one's life.

F. Identify stress factors, and describe ways to cope with stress appropriately.

G. Demonstrate a wholesome and positive attitude toward work as an integral part of life.

H. Compare personal characteristics to those favorable for success in the work force.

I. Demonstrate an awareness of the physical changes that influence one's development and life.

II. Potential Activities

A. Activities for Teachers and Counselors

1. Ask students to pantomine personal behaviors that represent failure and success.

2. In class, define stress and give examples of stressful situations.

3. Present how leisure activities might relate to life goals or future jobs/careers.

4. Ask students to keep a log of their emotions (time/feeling/reason). Do this four times a day for two or three days. Discuss in class or write a report about this log for language arts.

5. List personal behaviors/actions that occur due to success and failure.

6. Have students write an editorial on school rules. Use five facts to support each point of view. Vary assignments by having students write from the principal's perspective as well as their own.

7. List at least three physical changes that occur during adolescence. Share how these changes influence behavior and relationships.

8. Have students identify one stressful situation, (e.g., being caught cheating), and write it on a blank card. Role play situations and discuss possible ways of coping with the situations.

B. Other Activities for Counselors: Help students cope with stress and anxiety of test-taking.

III. Evaluation

A. Students will be able to develop educational plans that reflect their career and post-high school interests and goals.

B. Students will be able to list personal factors that relate to success.

High School

Goal 1: The student will demonstrate a positive attitude toward self as a unique and worthy person.

I. Student Outcomes: The student will be able to:

A. Identify personal strengths and weaknesses.

B. Demonstrate ability to alter personal traits for needed changes.

C. Demonstrate an understanding of environmental influences on behavior.

D. Demonstrate skills for improving attitude toward self and others.

E. Demonstrate ability to accept self as a total person with unique and worthy traits, characteristics, and potential.

F. Distinguish between positive and negative influences on attitudes toward self.

G. Discuss realistic personal attributes as influences of self-concept.

H. Demonstrate an understanding of the personal attributes that are significant in achieving personal, social, educational and vocational goals.

I. Demonstrate the ability of self-management in developing and maintaining a healthy self-concept.

II. Potential Activities

A. Activities for Teachers and Counselors

1. In social studies class, choose a character from history and write an essay on both positive and negative characteristics, or choose a character whom you consider to be like you in some way and list the personality strengths you share with him/her.
2. In English, write an essay on "The Emerging Me" with a focus on how "I am unique in the world."
3. In a social studies class, have students think about what they would be like in 10 years if they reached their full potential. Write a *Time* cover story about their life.
4. Use various art media to express the student's traits, characteristics and potential. Develop collages, slide shows, etc.
5. For English class, write a short story or play about a person who faces a change in environmental circumstance and must alter his or her personal traits.
6. Use a name tag activity in which students write down three positive qualities in one corner, three negatives in another, two environmental influences that helped shape their personality in a third corner and a time when they altered their personal traits to match changed circumstances.
7. Brainstorm a list of at least five sources of positive feelings (e.g., high test scores, supportive home environment, job promotions, success in a sport, excel in class, etc.).
8. Make a list of earlier successful experiences and share in small groups.
9. Have students keep journals that reflect what they are learning about themselves. Also share your thoughts and perceptions through written, individualized comments and feedback to the students.
10. Write biographical sketches on famous persons in science, history or literature, and discuss past positive influences on self-concept and projected future influences.

11. In physical education, discuss athletes who have achieved personal goals through effort and s elf-discipline.

B. Other Activities for Counselors

1. Administer and/or assist with the administration of personality tests, along with interest tests, and schedule individual counseling sessions to explore career options.
2. Develop a file of ideas for teachers on improving self-concept and make it available for easy access.
3. Conduct support group sessions for teachers and explain that teacher self-esteem is related to their ability to assist students in their self-development.
4. Have group counseling sessions available for students with low self-concept.
5. Go into various classes on a one-time basis to conduct a session on self-concept/self-esteem. At the conclusion, let students know how to refer themselves for individual or group counseling about self-concept concerns.
6. Develop a peer helper program (class, club or guidance aides) and focus on self-concept development and relationship skills. Let trained peer helpers work with other students to improve their self-esteem and social skills.

C. Activities for Whole School

1. Through school newspapers, yearbooks and other publications, have students share their unique personality characteristics as they see them.
2. Plan a Humanity Festival and let students experience different cultures through various activities such as dance, dress, food, readings, etc.

III. Evaluation

A. All students should be able to write a 200-word essay on how they are unique and assess their traits, characteristics, and potential.

Goal 2: The student will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

I. Student Outcomes: The student will be able to:

A. Describe the importance of basic skills for achieving desired life style, standard of living, and occupational choices.

B. Use knowledge and skills in basic disciplines for planning and achieving goals.

C. Demonstrate success in self-directed learning.

D. Demonstrate the ability to determine priorities and to complete learning tasks independently.

E. Analyze and compare achievements to those skills necessary for short-range and long-range planning.

F. Demonstrate effective decision-making skills in the learning process.

G. Locate and utilize available resources for reaching potential.

H. Demonstrate appropriate educational performance.

I. Accept success and failure as a necessary part of planning for life goals.

J. Demonstrate knowledge of steps required for entrance into post-secondary educational and training programs.

K. Evaluate personal assets and limitations for meeting requirements of post-secondary educational and training programs.

L. Identify available financial assistance and take necessary steps for applying and securing financial assistance.

M. Implement necessary steps for making appropriate transition from high school to higher education and for choosing realistic alternatives when necessary.

N. Demonstrate the importance of work as it affects values and life styles.

O. Differentiate among occupational opportunities on the basis of their contributions to the needs of society.

P. Identify the different characteristics of work roles.

Q. Discuss the requirements of entry-level occupations related to student interest.

R. Describe a number of jobs in a given occupational classification.

S. Compare alternate approaches that can be used in decision-making situations.

T. Demonstrate the effective use of time, effort and resources in making decisions.

U. Identify alternate courses of action in a given decision-making situation.

V. State tentative career and vocational goals and objectives.

W. Plan steps and take action for implementing vocational decisions.

X. Apply skills in seeking employment.

Y. Apply career decision-making skills in course selection while in high school.

Z. Make appropriate choices in vocational training programs and apprenticeship programs that will lead to salable skills for entry-level employment or to advance training.

II. Potential Activities

A. Activities for Teachers and Counselors

1. Bring speakers into class to discuss how particular subject matter is used in their careers.

2. Have students complete a self-assessment on basic skills areas. Develop a list of sub-set skills under the basic skills. Have students rate themselves in terms of proficiency. These self-ratings are compared with past test scores. Conclude with a discussion of how to improve basic skills areas and their importance to achieving personal goals. Have students write behavioral contracts for improvement.

3. After outlining a specific project, have students determine the criteria for evaluating success. At the conclusion of the project, have them evaluate themselves using an instrument they design.

4. Discuss how to use people as resources. Ask students to interview each other about topics in which they have expertise.

5. Draw a "life planning map." Include current educational experiences, future educational experiences, life-style decisions and career choices. In reviewing the map, have students analyze each step or steps for level of achievement necessary for advancement to the next level. Where appropriate, have them investigate with field trips, interviews and library research.

6. Have students make a success-and-failure list. Comment on each experience by identifying what was learned.

7. Students play "What's My Line." Divide class into two groups and have students guess occupations by asking "yes" and "no" questions about rewarding aspects of the occupation, how it affects the person's life-style, and what the work contributes to society.

8. Choose a "needs system" (for example Maslow's Hierarchy of Needs) and brainstorm occupations that help people meet those needs.

9. Students complete a "job plan search" that includes:
   1) choosing an occupation
   2) tracing the educational and training routes to the occupation
   3) exploring the potential for advancement.

   Have class share and compare their results.

10. Conduct a job search activity using Career Information Delivery Systems (CIDS), classified advertising and reports on employment trends in newspaper business sections.

11. Using art projects, like slide shows and collages, relate career choices to personal interests.

12. Have students interview persons who have changed careers, and explore how those persons reached their decisions.

13. Interview persons who have recently entered jobs, and compare their methods of entry into different careers.

14. Have students keep a decision log for two days. On the third day, have students write beside each decision a person who influenced them.

15. Make a field trip to an employment center. Have employment counselors interview several students. In addition, have employment counselors speak to classes at school.

16. Role-play various job situations that require workers to use decision-making skills on the job (asking the boss to change working hours, etc.).

17. Simulate job search skills including job applications, letters of reference, interviews and follow-up.

18. Complete a four-year high school plan.

B. Other Activities for Counselors

1. Use peer tutors to work with students who are failing or lacking in basic skills.

2. In individual and small group conferences, consult with students to relate life and personal goals to success with basic skills. Inform students about programs that will facilitate their improvement.

3. Let students know that counselors are available for small group and individual conferences on educational planning.

4. When new students enter the high school, schedule individual education planning sessions and follow-up sessions that are structured to make decisions about educational directions.

5. In classes and small groups, conduct sessions on steps necessary to enter post-secondary education and training programs.
6. Develop an accessible information/resource center on post-secondary education and training.
7. Schedule all juniors for individual conferences after they participate in group sessions on educational planning. Review options, and make educational resources available to students. Write a contract that specifies what the student will do to acquire the educational and financial aid information. Plan a specific follow-up session to review results of plan.
8. Develop a file of resource persons who can speak on career development, and let teachers know how to use it.
9. Develop career activity centers in the media center and the counseling department where students can explore a variety of careers and their importance to individuals and society.
10. Conduct occupational seminars on specific areas open to students.
11. Assist students with Career Information Delivery Systems (CIDS).
12. Arrange for students to do a "job observation" (shadowing) similar to college visits.
13. Administer an interest inventory and have students make career decisions and compare their interests, personality and aptitudes with someone in that career.
14. Use career decision-making programs with students (example: "Deciding" by The College Board).
15. Conduct exit interviews with dropouts to provide information about jobs, techniques for employment searches, their aptitude test results, and plans for follow-up.
16. Develop small group sessions on employment-seeking skills.
17. Keep a local "job opening" file for students to learn about immediate openings.
18. Develop an occupational survey of local employers to assess job needs and requirements.
19. Develop a career information center or resource file related to your school's needs.
20. Develop audio-visual projects to increase awareness of course offerings and their relation to careers.
21. Provide job experience for students entering the world of work.

C. Activities for the Whole School

1. Hold a "School Relevance Day." Use assembly programs, speakers, poster and essay contests to emphasize school relevance.
2. Hold a "Post-Secondary Education Day" with representatives of community colleges, universities, technical institutes and specific job-training programs.
3. Organize a curriculum fair prior to course selections by students. Use multi-departmental displays and presentations by faculty.
4. Coordinate a "Career Day" with displays and guest speakers to increase career awareness.
5. Schedule "Senior Shadows." Graduating seniors shadow workers in occupations of interest.

III. Evaluation

A. Students will be able to determine appropriate criteria for their success in a given project or learning experience.

B. Students will be able, by their junior year, to identify three types of post-secondary education that will help them fulfill career goals.

C. Students will be able to list at least five jobs that function to meet specified societal needs.

D. Students will be able to list five sources they have used in finding information about careers.

E. Students will be able to state an appropriate career goal and demonstrate the ability to locate, collect and evaluate the information.

F. Students will be able to list appropriate steps for effective decision making.

G. Students will be able to fill out a job application appropriately and list three important factors in being successful in a job interview.

Goal 3: The student will demonstrate responsible social skills, and understanding and appreciation of being a contributing member of society.

I. Student Outcomes: The student will be able to:

A. Demonstrate attitudes and behavior that express personal worth and respect for others.

B. Accept that opinions of others may be different from those of the student.

C. Demonstrate competencies in human relations.

D. Demonstrate sensitivity toward and acceptance of others.

E. Exhibit appropriate social skills in group activities.

F. Demonstrate self-discipline, respect for others and responsibility for successful interpersonal relationships in group situations.

G. Assess his/her value system and make appropriate changes based on assessment.

H. Use appropriate coping skills when dealing with pressures.

I. Exhibit a life-style that is congruent with career goals.

J. Understand emotions and how they are expressed.

K. Cope with stress and conflict in appropriate ways.

L. Demonstrate understanding of the effects of emotions on decisions and behaviors.

M. Demonstrate ways of coping with emotional reactions of others.

N. Make decisions important to physical health and care.

O. Assess various developmental changes; explore and identify changes during one's life cycle.

P. Demonstrate skills in meeting needs, dependently and independently.

Q. Demonstrate principles of respect for rights of others and self.

R. Demonstrate self-discipline and responsibility for actions.

I. Potential Activities

A. Activities for Teachers and Counselors

1. Play the "positive attributes game." Have students write three of their positive qualities on a piece of paper. Read qualities and ask students to guess who they think it describes and why. When someone guesses correctly, ask what attributes they would add.

2. Use a classroom meeting to discuss class concerns with an emphasis on hearing all opinions and using options to solve or explore concerns.

3. In social studies, have students report on governments and societies where rights of others are not respected. How is life different in these societies? Also, explore the U.S. Constitution and Bill of Rights, and the structure of the U.S. government and society to discover where respect for the rights of others are emphasized.

4. In a family living course, have students go through mock marriages. Give them assignments such as buying a house, relating to in-laws, deciding where to live and working on relationships. Through out the assignments, highlight the importance of respect for others and its importance to marriage. Conclude with students' statements on how they can respect their future marriage partners.

5. In studying current events, have students bring newspaper clippings of persons handling an emotional crisis. Discuss available services in the community to help these people.

6. Conduct role-play of typical problem situations students face. Have others identify feelings and play out alternate endings to the situations.

7. In science, review how the body reacts under stress. Have students identify personal sources of stress, symptoms and what they can do about them.

8. In science class, use skin thermometers as biofeedback devices and lead students through a relaxation exercise. Measure and chart the results.

9. In a health or physical education class, have students do reports on self-help books on exercise and/or diet. As an assignment, have students participate in a regimen, with parent permission and close supervision.

10. In science or physical education, develop a unit on human sexuality including reproduction, love relationships and cultural values.

11. Construct and share life lines with highlights of developmental changes (puberty, school) and project future changes.

12. Compare and contrast figures in history or in the news who have demonstrated responsible citizenship with those who have not.

13. Structure a unit on parenting incorporated in a home economics or family living course including speakers on child abuse and neglect and interviews with parents.

14. Discuss limits and their importance in society, community and school. Review limit-setting agencies like law enforcement, courts, and youth services through field trips and speakers.

15. Use a checklist to identify positive and negative work habits which impact on job success.

B. Other Activities for Counselors

1. Assist with group guidance sessions on recognizing prejudice and how to combat it.

2. Develop a student advisory committee that plans activities to promote respect and positive human relations in the school.
3. Conduct or coordinate inservice for staff on effective discipline techniques that communicate respect for individual self esteem.
4. Collect and disseminate information on improving socialization skills for teachers to use in classes.
5. Use peer helpers to lead group sessions in classes and serve as models for effective interpersonal interaction.
6. Conduct or coordinate an inservice session on using group dynamics in classroom situations to help students learn through group interaction.
7. Use peer helpers to develop a buddy system for new students to help them adjust socially in the school.
8. Conduct assertiveness training groups for passive students.
9. Coordinate or conduct staff inservice on teacher stress and how to combat burnout.
10. Consult with deans, assistant principals and others responsible for discipline about developing policies that help students develop self-discipline through appropriate decision-making.
11. Develop group programs for students with high test anxiety.
12. Offer weight control groups for students.
13. Conduct exercise sessions for teachers and staff.
14. Increase student awareness of the availability of confidential counseling.
15. Identify potential dropouts and develop a group counseling program to help students understand the importance of school to future life goals.
16. Use behavioral contracts with students who have trouble behaving responsibly.
17. Develop a consulting system with a referral checklist, a consulting process checklist, and evaluation forms to use with teachers to deal with discipline problems. Advertise your system.

C. Activities for the Whole School

1. Have a "I Am Loveable and Capable (IALAC) Day" for the school with assemblies, dramatic presentations, writing assignments and other activities designed to highlight the importance of positive human relations. Each teacher will follow up with some activity. Counselors can help generate ideas, materials and media to reinforce the concepts being discussed.
2. Organize a room for informal student conversations staffed by peer helpers, to be held during lunch, before and after school.
3. Organize a "Nutrition Day" with speakers, special lunches and classroom activities in all subjects that focus on nutrition.
4. Organize another special day with "Exercise Physical Fitness" as the topic.
5. Use citizenship awards for students who demonstrate effective self-discipline and respect for others. Let students nominate their classmates and detail their reasons.

III. Evaluation

A. Each student will be able to demonstrate in a group activity that s/he can identify: a positive quality s/he sees in another, as well as several value differences between himself/herself and at least one other person.

B. Given hypothetical, emotionally stressful situations, students will be able to identify probable feelings, behavioral responses and consequences.

C. Students will be able to define four characteristics of good citizenship and discuss in written or oral form an example of responsible behavior.

Goal 4: The student will demonstrate an appreciation, and an understanding of the life-long process of learning, growing and changing.

I. Student Outcomes: The student will be able to:

A. Describe the importance of life-long learning.

B. Describe how constant changes in the world of work require retraining of employees.

C. Formulate educational plans that reflect continued learning directed toward achieving career/vocational goals.

D. Develop career/vocational plans that include the concept that a changing world demands life-long learning.

E. Determine priorities for leisure time activities.

F. Demonstrate ways to expand skills and knowledge through worthy leisure time activities.

G. Understand the relationship between occupational roles and lifestyles.

H. Demonstrate an appreciation for the variety of jobs and their significance.

I. Demonstrate a wholesome and positive attitude toward work as an integral part of life.

J. Compare personal characteristics to those favorable for success in the work force.

K. Apply inductive and deductive reasoning.

L. Demonstrate an awareness that certain personal attributes are subject to change through maturation or experience.

M. Analyze the traditional and emerging career patterns for men, women, minorities and the handicapped.

II. Potential Activities

A. Activities for Teachers and Counselors

1. Interview persons who have made significant mid-life career changes.
2. Survey your community on agencies and institutions that facilitate adult learning.
3. Interview persons in adult education classes about their motivation to learn something new.
4. Interview adults about career and leisure. Compare lists and look for correlations. Do people's jobs correlate with their leisure activities?
5. Allow students to share leisure time pursuits and hobbies and discuss ways to incorporate them into the curriculum.

6. Interview people in the community who enjoy their work to determine what jobs offer satisfying qualities. Compare lists.
7. Have students explore various careers through resources like the *Dictionary of Occupational Titles*, career files, etc. Each person chooses five careers they know little about and describe what they are like.
8. Conduct a job search as individuals or in groups for students to find out the variety of jobs needed to make one product.
9. Write essays on what life would be like without police, garbage collectors, firefighters and other civil servants.
10. Define "inductive" and "deductive" reasoning.
11. Present both inductive and deductive approaches to a current local problem (e.g., housing shortage, unemployment, underemployment or child care) and compare student conclusions.
12. Identify from a given list personal characteristics most likely to improve as the result of more practice or greater experience.
13. Write a description of a futuristic job.
14. Define and discuss "doing nothing" and "doing something for fun."
15. Design a survey to determine an awareness of equity issues and administer it to students.
16. Secure and study data from the U. S. Department of Labor to identify current and projected trends in the work force. Draw inferences and make conclusions according to students' career goals.
17. List and define new words and terms in vocabulary which indicate changes in life styles and labor force (e.g., house-husband, career woman, disabled workers).

B. Other Activities for Counselors

1. Keep and make accessible to teachers and students a file of continuing education opportunities.
2. Develop a resource file on information about leisure time for both teachers and students.
3. Develop a unit on leisure time and help teachers integrate it into ongoing career development programs.
4. Develop a career information file that gives details about what jobs are currently in demand.
5. Share information from career briefs with teachers and students to be used in classes or the career resource center.

C. Activities for the Whole School

1. Develop a career resources center for all students and teachers that has maximum accessibility.
2. Hold a "Recreation and Leisure Time Week" where students can share their leisure pursuits in discussions, student teaching sessions, displays, etc.

III. Evaluation

A. Students will be able to identify three agencies or institutions that offer continuing education.

B. Students will be able to identify three reasons why life-long learning is important to a person's overall development.

C. Students will be able to list three leisure time activities and describe why they are important.

Section III

Resources for Teachers and Counselors

Resources

The following lists of resources have been updated to reflect the most current counselor materials in videos, books, games and other instructional materials. These lists can be used as a guide to select resources appropriate to a particular issue.

At the end of this section are addresses and other information on how to order the materials found in this resource list. These materials may be ordered directly from the publisher or through catalogues.

Videos and Other Media

Big Changes, Big Choices Series. Live Wire Media, 1994.

This video series helps young teens work their way through the turmoil of early adolescence while making positive, healthful life choices. Hosted by comedian Michael Pritchard, a former juvenile probation officer. (Grades 5-9)

- Handling Emotions
- Preventing Conflicts and Violence

Career Values: What Really Matters to You? Guidance Associates, 1995

This video program encourages students to identify and discuss their career-related values, rank them according to carefully weighed priorities and understand that their career values are an important part of their personal development.

Caught in the Middle: The Peer Pressure Squeeze. Rainbow Ed. Video, 1993.

This video exposes various forms of peer pressure, then offers various strategies for resisting peer pressure. (Grades 6-8)

Choices. United Learning, 1993.

By profiling six very different young adults and the life choices they have made, this video teaches students the long-term implications of short-term good and bad decisions. (Grades 6-12)

Conflict Resolution. Sunburst Communications, 1992.

Three-part video designed for use in developing a high school conflict resolution program. (Grades 7-12)

Coping With Peer Pressure: Getting Along Without Going Along. Guidance Associates, 1995.

This video explains peer pressure, recognizing positive pressure and the importance of individuality.

Don't Pick on Me. Sunburst Communications, 1993.

This video for younger teens teaches a three-step technique for dealing with bullies: ignore the bully; find allies and use them for support; and, if all else fails, leave the situation. (Grades 3-8)

Dropping Out: Road to Nowhere. Guidance Associates, 1995.

This video is expressly intended to discourage students from dropping out of school. It is designed to explore personal arguments, and reasons for staying in school and looks at alternative ways of completing high school course work.

Express Yourself. National Geog. 1993.

The goal of this video is to show that everyone has both positive and negative feelings and to demonstrate the importance of expressing these feelings appropriately. (Grades K-3)

Feeling Lost & Lonely Series. American Guidance Service.

This video series features five real-life stories to involve viewers in the feelings of the characters. The stories are open-ended so students can identify the feelings, develop empathy and discover positive ways to deal with feelings.

- Teacher video: introduction for presenters
- Broken Dreams (coping with disappointment)
- Struggling Artist (economic limitations)
- If I Had a Wish (death of a friend)
- Making the Cut (dealing with competition)
- Fears of a Clown (parents' divorce)

Focus on the Middle: Developing the Advisor-Advisee Program. North Carolina Association of Middle Schools.

Focus on the Middle: What is Teacher-Advisor Really? North Carolina Association of Middle Schools.

Objectives and practices to set it straight.

Four Pregnant Teenagers: Four Different Decisions. Sunburst Communications, 1995.

Faced with the reality of 1 million unmarried teenagers becoming pregnant yearly, this video speaks to four possible choices open to pregnant teens. Facts vs. fiction about human sexuality are given with emphasis placed on the responsibility of each person to make a wise choice. (Grades 9-12)

Getting Better at Getting Along: Conflict Resolution. Sunburst Communications, 1992.

Through viewing and discussing dramatizations in this video and participating in the role plays from the teachers' guide, children gain insight into the issue of conflict resolution. (Grades 2-5)

Hooray, I'm Me! Steck-V, 1993.

This multi-media kit contains two audiocassettes, a book, eight student books, teachers' guide and storytelling manipulatives. Emphasizes self-esteem through a variety of interdisciplinary activities through which children relate themselves to the environment, nutrition, communities and more. (Grades pre-K to 1)

I Get So Mad! Sunburst Communications, 1993.

Designed to show young children how to handle and express their anger constructively, this resource contains a video, guide, reproducible activity sheets and a song on cassette. (Grades K-2)

I Live In An Alcoholic Family. Sunburst Communications, 1995.

This video uses true-to-life stories to explore how three teens come to grips with the reality of having an alcoholic parent. (Grades 9-12)

Is There Life After High School? Guidance Associates, 1995

This video offers a complete overview of options available after high school and a four-stage self assessment is described based on individual preferences, abilities, geographical considerations and definitions of "success."

Marijuana and Your Mind. Sunburst Communications, 1995.

These films on videocassette acquaint students with basic facts about marijuana, its chemistry and common subjective reactions – sensory, mental and emotional. To encourage students to work at developing "coping skills" to meet normal life problems and stresses. (Grades 6-12)

Options & Consequences: Confronting Moral Dilemmas with Middle School Students. AmericanGuidanceAssociates.

This six-video program gives students facing moral dilemmas a practical way to confront confusing issues in stories that dramatize choices they face everyday: lying, stealing, cheating, gossip, teasing and prejudice.

Preparing for the Jobs of the 1990s: What You Should Know. Guidance Associates, 1995.

Videotaped sequences capture people on the job in a variety of occupations. Focuses on the impact of the computer revolution, in particular, and shows young people how they can keep pace with expanding technology.

Rappin' Up Careers: A Career Awareness Program for Upper-Elementary and Junior High School Students. Mar*Co Products, 1991.

This career-awareness program of audiocassettes and a guide introduces a variety of jobs through rap music and activities. (Grades 4-6)

Raising Children in Troubled Times. American Guidance Service.

Stress: The Time Bomb Within. Guidance Associates, 1995.

This video considers what stress can do to the individual, what parts of the body are most vulnerable, the body's early warning system, and methods of combating stress through relaxation, diet, exercise, change in attitude and lifestyle.

Study Skills Exposed. Churchill Media, 1990.

Utilizing a student-centered approach, this video identifies key factors which help students develop positive study skills. Practical tips abound. Active listening, in-class behavior, study areas, the SQ3R reading method and goal setting are addressed. (Grades 6-12)

Successful Parenting: Self -Esteem is the Key. American Guidance Service, 1994.

Too Much to Handle: Living with Stress (The Middle School Survival Kit). Rainbow Ed. Video, 1993.

Teen hosts guide viewers of this video through a thoughtful examination of stress and positive ways to deal with it. (Grades 5-7)

Tug of War: Strategies for Conflict Resolution. Human Rel. Media, 1991.

Lively, fast-paced and well-acted, with convincing dialogue, this film explores realistic situations faced by high school students. A specific problem solving model called SELF is modeled. (Grades 9-12)

Understanding and Resolving Conflicts. United Learning, 1994.

This video examines reasons for conflicts and roadblocks to good communications. It offers strategies for active listening, shows how to send "I" messages and explains how these strategies contribute to positive communication. (Grades 6-10)

What's Right for Me: Making Good Decisions. Rainbow Ed. Video, 1993.

This video offers a six-step approach to decision-making using a problem familiar to students. Provides prompts for discussion on how the viewer might solve the problem. (Grades 5-8)

What Should You Do? Deciding What's Right. Sunburst Communications, 1991.

This video is ideal for values education. Useful in improving students' understanding of right and wrong, and encouraging them to consider the implications of their behavior. (Grades 4-7)

When You're Mad, Mad, Mad! Dealing with Anger. Sunburst Communications, 1993.

Through dramatizations of and extensions for stories featuring adolescents in recognizable situations, viewers of this video receive insight into constructive ways of handling and expressing anger. (Grades 5-9)

Your Choice/Our Chance. AIT.

This pair of videos is designed to bring together schools, families and communities in a working partnership to prevent the early use and abuse of alcohol, tobacco and other drugs. (Grades 5-6)

Books

Alberti, R. & Emmons, M. (1990) Your Perfect Right: A Guide to Assertive Living. Impact Pubs.

One of the most popular books developed on assertiveness training. Part one is designed for the general reader with professional references included in part two for those who will use this book for training programs.

Beckman, Barry.(1990) The Black Student's Guide to Colleges. Beckham House Publishers, Inc.

Includes profiles of colleges and covers academic climate, support services, black organizations, social life and general atmosphere.

Bolles, R. (1995) What Color is Your Parachute? (Rev. Ed.) Ten Speed Press.

This book presents a job-search procedure that enables job seekers to turn the tables and screen out the employers who do not interest them.

Borba, Michael. (1989) Esteem Builders: A Self-Esteem Curriculum for Improving Student Achievement, Behavior and School-Home climate. Jalmar Press.

Breidenbach, Monica E. (1992) Career Development: Taking Charge of Your Career. (2nd ed.) Prentice Hall.

A consumable, sequential workbook for job search self-analysis, this revised text divides the steps for acquiring a job into four main categories: investigations, resumes and interviews, marketing and decisions.

Burgess, David. (1992) Total Quality Counseling: A Comprehensive Manual for Elementary/Middle School Counselors. Mar•Co Products.

Buscaglia, Leo F. (1982) The Fall of Freddie the Leaf. H. Holt & Co.

Excellent children's story to help a child cope with death. Uses cycles of nature as framework, seeing life through the eyes of a leaf. Sensitive exploration of the feelings which accompany loss and grieving.

Canter, Lee. 1993. Assertive Discipline for Parents: A Proven Step-By-Step Approach. Lee Ca ter and Assoc.

iles, John. (1992) Teenage Depression and Drugs. Chelsea House Publishers.
Examines cases of teenage depression and the role drugs play in the emotional upheavals of young people.

ping Series. (1992, 1993) Rosen Group.
Utilizing case studies and interviews, the books in this series focus on a number of serious problems ecting today's teens, including violence in schools, interracial dating, pregnancy and shyness.

)rey, Gerald and Marianne . 1992) Groups: Process and Practice. (Fourth edition) Brooks-Cole Publishing Co.
. The text outlines and discusses the basic issues and key concepts of the group process and shows group aders how to apply these concepts to their work. The writing and message are clear, basic and interesting. n excellent reference book for any counselor involved with groups.

ooper, JoAnn and Martenz, Arden. Study Skills Series. Mar*Co Products Inc.

rary, Elizabeth. (1992) I'm mad. (Dealing with Feeling Series).Parenting Press.

:unningham, Carolyn. (1988) All Kinds of Separation. Kidsrights.

)eMille, R. (1976) Put Your Mother on the Ceiling. Viking Penguin.
This book contains a series of imagination games designed to help children utilize their natural imagination and fantasy processes. The material is designed for elementary school children.

)ictionary of Occupational Titles. (1991) Fifth Edition. United States Government Printing Offfice.
A complete listing of occupations with descriptions of job functions.

Dinkmeyer, Don and McKay, Gary. (1989) Systematic Training for Effective Parenting. American Guidance.

Dixon, Larry. (1995) Project Turn-Around. The Master Teacher, Inc.

Eighteen classroom activities designed to help students eliminate selfdefeating behaviors and attitudes.

Doray, Andrea. (1992) Boris Bear Remembers His Manners. Current Inc.

Dossick, Jane & Shea, Eugene. Creative therapy: 52 exercises for groups. and Creative therapy II. Professional Resource Exchange Inc.

Drews, Toby R. (1986) Getting Them Sober: A Guide for Those Living with Alcoholism. Bridge Publishing.
This book is aimed at helping students deal with family members or friends who are alcoholics or who drink too much.

Erney, T. & Myrick, R. (1985) Youth Helping Youth: A Handbook for Training Peer Facilitators. Educational Media Corp.
This book is a practical guide for training students to become peer helpers.

Erney, T. & Myrick, R. (1984). Caring and Sharing: Becoming a Peer Facilitator. Educational Media Corporation.
A student guide for peer helper training, this book contains specific training activities.

Faber, Adele & Mazlish, Elaine (1982). How to Talk So Kids will Listen and Listen So Kids will Talk. Avon Books.
Excellent resource for parents. The writers offer practical suggestions for such common concerns as: how to listen to and understand your child's concerns, family cooperation and alternatives to punishment.

Ford, Michael T. (1992) 100 Questions and Answers AboutAIDS: A Guide for Young People. Macmillan (Grades 7-12)
Includes poignant interviews with culturally diverse individuals who contracted AIDS either through sexual relationships or through intravenous drug use.

Foster, Elizabeth S. (1992) Tutoring: Learning by Helping. A Student Handbook for Training Peer and Cross-age Tutors. Ed. Media Corp.(Grades 9-12).
This text contains information, quesions, self-assessment tools and exercises for use in a tutor training program.

Fugit, Eva D. (1982). He Hit Me Back First! Jalmar Press .
Creative activities for presenting and teaching self esteem through self-discipline.

Gardner, Richard A. (1983). The Boys and Girls Book About Divorce. Aronson Publisher.
Ages 8 - adolescence. Seeks to help children deal with their feelings of loss, anger and guilt. Gives parents a glimpse of their situation from a different point of view. Excellent for children with no supportive adult to help them.

Gardner, Sandra and Rosenberg, G. (1990) Teenage Suicide. S & S Trade
Suicidal behavior is the response of some to emotional stress. A suicidal person has trapped him or herself in a corner. This book encourages teens to take risks and to talk openly about problems to create choices and alternatives that don't exist when a person remains frustrated or closed.

Gelband, Scott, et al. (1991) Your College Application. College Bd.
This helpful text takes students through the college application process.

Grollman, E. (1989) Explaining Death to Children. Beacon Press.
This book outlines how children at different developmental levels understand death. Included are examples of techniques to help them accept death at their level of understanding.

Haasl, Beth & Marnocha, Jean. (1990) Bereavement Support Group Program for Children. Accelerated Development Inc.

Hitchner, Kenneth. (1987) A Survival Guide for the Secondary School Counselor. The Center for Applied Research in Education.
This guide is a unique collection of specific and detailed strategies, techniques and materials to help you survive successfully as a secondary counselor and improve all facets of your guidance program in any junior or senior high school.

Hudson, Wade. (1992) I'm Gonna Be! Just Us Books.
This colorful title promotes diversity by describing a variety of occupations and identifies important male and female African Americans as role models.

Hyde, Margaret O. (1992) Know About Abuse (The know-about series). Walker & Co.
An easy-to-read overview of various types of abuse, including physical, emotional and sexual.

Johnson, D. (1993) Reaching Out: Interpersonal Effectiveness and Self Actualization (Sth ed.). Allyn.
Exercises presented in a theory context that give them added meaning. Skills for initiating new friendships as well as maintaining good relationships over long periods of time.

Johnson, Julie T. (1992) Making Friends, Finding Love: A Book About Teen Relationships. Lerner Publications.
Drawing on the experiences and concerns of many teenagers, this thoughtful text explores the meaning of friendship.

Kesselman-Turkel, Judi and Peterson, Franklynn. (1982) Note-taking Made Easy. Contemporary Books.

Kesselman-Turkel, Judi and Peterson, Franklynn. (1981) Study Smarts: How to Learn More in Less Time. Contemporary Books.

Krementz, Jill. (1988) How it Feels to be Adopted . Alfred A. Knopf.
Nineteen boys and girls from 8 to 16 and of all socioeconomic backgrounds share their feelings of adoption. They talk of emotional upsets and social embarassments and the ways they learned of their adoptions. They help other children to realize their questions, frustrations, difficulties, and joys are all normal aspects of being adopted.

Krementz, Jill. (1988) How it Feels When Parents Divorce. Alfred A. Knopf.
A collection of interviews and photographs of students who have experienced parent separation and divorce. The interviews include children of all school ages.

Kolodny, Nancy, et. al.(1986). Smart choices. Little, Brown and Co.
A guidebook filled with quotes and real-life experiences of teens that's designed to help teens decide what they want out of life and to point them in the right direction to get there.

Kuklin, Susan. (1991) What Do I Do Now? Talking About Teenage Pregnancy. Putnam.
Based on first-person interviews with teens, this book discusses the many decisions and considerations a pregnant teen must face.

Lagorio, Jeanne. (1993) Life Cycle: Classroom Activities for Helping Children Live with Daily Change and Loss. Zephyr Pr.
A collection of activities to help chldren in grades K-6 deal with death, grief, loss and change.

Landy, Lois. Child Support Through Small Group Counseling. Paperbacks for Educators.

McGinty, Sara Myers. (1991) Writing Your College Application Essay. College Bd.
Designed to help students write appropriate, successful college application essays, this book focuses on choice of subject matter and how to write an essay highlighting a student's writing ability.

McPhail, Elizabeth Clay. (1983) Motivation Plus. The Master Teacher, Inc.
Eighteen ready-to-use 15-minute lectures. A complete program of attitude education.

Madenski, Melissa. (1991) Some of the Pieces. Little.
Captures the memories and feelings associated with grief and loss from a child's perspective.

Mills, G., Reisler, R., Robinson, A. & Vemilye, G. (1976) Discussing Death: A Guide to Death Education. ETC Publications.
A complete K-12 curriculum guide, including activities at various ages, life cycles, ritual, grief, etc.

Modesitt, Jeanne. (1992) Sometimes I Feel Like a Mouse: A Book About Feelings. Scholastic.
Using animals to create concrete images of feelings for younger children, this concept book is an excellent book for introducing and expanding a "feelings vocabulary."

Morganett, Rosemarie S. (1989) Skills for Living: Group Counseling Activities for Young Adolescents. Research Press.

Morrison, K. & Thompson, M. (1980) Feeling Good About Me. Educational Media Corp.
This book for elementary school children features 18 structured learning sessions including fables, nursery rhymes and directed daydreams to help them become more aware of themselves and their feelings.

Myers, Sally and Woolls, Blanche. (1991) Substance Abuse: A Resource Guide for Secondary Schools. Libs. Unl.
Annotated bibliography for those concerned about the problem of substance abuse.

Myrick, Robert D. and Folk, Betsy E. (1991) Peervention: Training Peer Facilitators for Prevention Education. Educational Media Corp. (Grades 9-12).
A student handbook designed for use in a training program for peer helpers, this manual provides an excellent overview of peer helping and the various ways to use trained students.

Myrick, R. D. (1993). Developmental Guidance and Counseling. (2nd ed.) Educational Media Corp.
This book is designed as a counselor's manual and resource guide to developing a comprehensive program of services.

Newman, Susan. (1991) Don't be S.A.D.: A Teenage Guide to Handling Stress, Anxiety and Depression. Messner.
Incorporating case histories of teenagers dealing with the emotional consequences of events in their lives, this book illustrates strategies for dealing with stress, anxiety and depression.

Occupational Outlook Handbook, (1994-95 edition) United States Department of Labor. Association of Book Publishers.
A complete listing of occupations with future projections and job outlook for each vocation.

Palmer, P. (1977) The Mouse, The Monster, and Me. Impact Publications.
This book offers methods of teaching assertiveness training to children age 7-12. It is designed to teach them that they have personal strengths, rights, responsibilities and to show them how to express their feelings honestly.

Palmer, P. (1977) Liking Myself. Impact Publications.
Assertiveness training for ages 5-9. Same format and topics as above.

Petersen, Suni & Straub, Ron L.(1992) School Crisis Survival Guide. Center for Applied Research in Ed.

Popkin, Michael. (1992) Active Parenting Today (Leader's guide and parent's guide). Active Parenting Pubs.

Purkey, W. W. & Novak, J. (1984) Inviting School Success: A Self-Concept Approach to Teaching and Learning. Wadsworth.
This book focuses on dealing with teacher expectations, self esteem, the teacher-student relationship and the affective climate in the classroom. Many suggestions on "how to invite success."

Purkey, W. W. & Schmidt, J. J. (1987) The Inviting Relationship: An Expanded Perspective for Professional Counseling. Prentice-Hall.
This book presents the invitational model and adopts it to an integrated view of professional counseling.

Purkey, W. W. & Strahan, D. (1986) Positive Discipline: A Pocketful of Ideas. National Middle School Association.
This little book presents the basics of invitational learning and applies the principles to classroom discipline.

Rowe, John R. (1983) The New Model Me. Teachers College.
Curriculum designed to assist student in understanding how needs, resources and the immediate environment affect human behavior.

Scott, Sharon. (1986) How To Say No and Keep Your Friends. Human Resources Development Press, Inc.
A book about making decisions involving peer-pressure. Written for teens, it will assist teens in learning how to think on their own and make wise choices for themselves.

Schaefer, Charles E. & Millman, H.L. (1994) How to Help Children with Common Problems. Aronson.
A practical guide to dealing with childhood problems.

Schmidt, Fran and Friedman, Alice. (1991) Creative Conflict Solving for Kids. Peace Education Foundation.
Conflict resolution for grades 3-4.

Schmidt, Fran, et al. (1992) Mediation for Kids Peace Education Foundation.
Conflict resolution.

Schneider, Meg F. (1991) Popularity Has Its Ups and Downs. Messner.
An excellent resource for generating discussion and writing on self-concept, popularity, friendship and relationships with middle grades students.

Schneider, T. (1976) Everybody's A Winner: A Kid 's Guide to New Sports and Fitness. Little.
Descriptions of 21 "new games," plus breathing and relaxing exercises, yoga, running and swimming.

Seixas, Judith S. (1991) Living With a Parent Who Drinks Too Much. Morrow.
The author writes directly to the child of an alcoholic. The author identifies the alcoholic's behavior, related aspects within the family life, and issues concerning the "other" parent. Suggestions are also made regarding positive ways students can deal with their situation.

Sheehy, G. (1984) Passages. Bantam Books.
This book presents the critical events or passages that people move through in their lives.

Silverstein, Alvin and Virginia. (1991) AIDS: A Deadly Threat. Enslow Pubs.
A technical discussion of the history and basic information available on AIDS. (Grades 10-12).

Simon, S., Howe, L. & Kirschenbaum, H. (1991) Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Values.
Extensive activity book on approach to values clarification. Contemporary issues have been added.

Simon, S . (1 99 1) I Am Lovable and Capable: A Modern Allegory on the Classical PutDown. Values.
Story useful in class and group guidance that helps make the point about the effects of negative put-downs and the positive effects of validation. Useful at all levels.

Simon. S. (1991) Negative Criticism and What You Can Do About It. Values.
Book that deals with motives behind criticism, how to sort out the valid points and how to preserve your self-image.

Simon, S. (1991) Vulture: A Modern Allegory on the Art of Putting Oneself Down. Values.
Story about the day in the life of a teenager. She puts herself down and provides a feast for her vultures. Ways to combat these self-defeating thoughts are presented.

Sorenson, Don L. (1992) Conflict Resolution and Mediation for Peer Helpers. Ed. Media Corp. (Grades 5-9)
A thorough guide to conflict resolution and mediation, this is a student-oriented resource for peer-helping programs.

Spencer, Anne J. & Shapiro, Robert. (1993) Helping Students Cope With Divorce. Center for Applied Research in Ed. (Grades 7-12). Straight Talk Series. (1991, 1992) Facts on File.
Books in this issue-oriented series provide young people with factual information about such topics as discrimination and stereotypes, anorexia and bulimia, spending and earning money and more. (Grades 8-12).

Strom, Richard D. (1981) Growing Through Play-Readings for Parents and Teachers.-Brooks-Cole Publishing Co.
This book can be used as an effective tool for parents and teachers in both understanding the value of play and focusing on many classroom activities. The articles reproduced in this book show the relationship between play and child development.

Terkel, Susan N. (1991) Understanding Child Custody. Watts.
This book explains divorce, custody, visitation and other legal terms related to child custody in understandable terms.(Grades 9-12)

Thomas, Marlo (1987). Free To Be You and Me. McGraw Hill Book Co.
Excellent for self image, decision making, career awareness, etc.

Thompson, Charles L. & Rudolph, Linda B. (1992) Counseling Children. Brooks-Cole Publishing Co.
This book is written for people preparing themselves for a career in working with children and for professionals seeking to upgrade skill areas they are not presently using. Counselors, psychologists, teachers, social workers and parents should find the book useful in developing approaches for teaching children how to find better ways to meet their own needs.

Unger, Harlow G. (1992) But What If I Don't Want To Go to College? A Guide To Success Through Alternative Education. Facts on File.
A valuable resource for classroom career education or individual and small group exploration, this guide describes opportunities in vocational and alternative education areas. (Grades 8-12).

Using Labor Market Information in Career Exploration and Decision -Making. (1986) National Occupational Information Coordinating Committee and Department of Defense.
Job trends and career choices for the next two decades.

Wells, H. & Canfield, J. (1976) 100 Ways To Enhance Self-Concept In The Classroom.: Handbook For Teachers and Parents. (2nd ed.) Allyn.
Included in this book are ideas to help teachers, counselors and others in the creation of learning environments that are positive, caring, supportive and growth promoting. The authors provide a comprehensive collection of 100 classroom or small group activities emphasizing the "how-to" element of improving a young person's self-concept.

Wirths, Claudine G. & Bowman-Kruhm, Mary. (1987) I Hate School: How To Hang In and When to Drop Out. Harper & Row.

This is an attractive, easy-to-read book that discusses pros and cons of dropping out as well as more effective study habits and test-taking tricks.

Wittmer, J. & Myrick, R. (1988) The Teacher as Facilitator. Educational Media Corp.

This book is about the why, the where and the how of facilitative teaching.

Zerafa, Judy.(1982) Go For It! Workman Publishing.

Written for teens, this reference accentuates the potential lying inside every human being. The last chapter provides a technique for tapping into your potential and moving forward in self control. Useful for individual and group work.

Zimbardo, P. (1977) Shyness: What It Is, What To Do About It. Addison-Wesley.

The book includes techniques developed by the Stanford Shyness Clinic for overcoming shyness.

Kits/Games/Guidance Materials

Angry Animals game. Kidrights. (1994.)

Helps children conquer their emotions by showing them how to overcome anger in a safe, positive way (ages 4-12)

Child Support–Through Small Group Counseling. Kidsrights, (1994.)

This how-to manual offers quick, easy reference for small group work.

Peers Helping Peers: Program for the Pre-adolescent. Accelerated Development.

Leader manual and student workbooks on conflict resolution for elementary school students.

Peer Pals! Kids Helping Kids Succeed in School, American Guidance Service, (1994.)

Staff Development: Conflict Resolution (Grades 5-12), Sunburst Communications, (1992.)

This award-winning video, guide and activity sheets provide background and training tools for teachers and students developing a conflict resolution program for middle or high schools.

Working Together: Building Children's Skills Through Folk Literature. American Guidance Service, (1994.)

Publishers/Sources

The following list provides addresses and phone numbers for publishers of resources found in the previous lists.

Accelerated Development
3808 W. Kilgore Ave.
Muncie, IN 47304-4896
(800) 222-1166

AIT
Box A
Bloomington, IN 47402
(800) 457-4509

Active Parenting Pubs.
810 Franklin Ct., Suite B
Marietta, Ga. 30067-9085
(800) 825-0060

C Allyn
111 10thSt.
Des Moines, IA 50309
(800) 666-9433

American Guidance Service, Inc.
4201 Woodland Road
P.O. Box 99
Circle Pines MN 55014-1796
(800) 328-2560

Addison-Wesley Publishing Co., Inc.
School Division
1 Jacob Way
Reading, MA 01867
(800) 447-2226

Aronson, James Inc.
1205 O'Neill Hwy.
Dunmore, PA 18512
(800) 782-0015

Avon Books
P.O. 767
Dresden, TN 38225
(800) 223-0690

Bantam Books, Inc.
666 Fifth Ave.
New York, NY 10103
(800) 223-6834

Beacon Press
25 Beacon St.
Boston, MA 02108
(617) 742-2110

Beckham House Pubs. Inc.
P.O. Box 8008
Silver Spring, MD 20907
(301) 681-3024

Brooks/Cole Publishing Co.
7625 Empire Dr.
Florence, KY 41042
(800) 354-9706

Canter, Lee and Assoc.
P.O. Box 2113
Santa Monica, CA 90407-2113
(800) 677-4791

Center for Applied Research in Education, Inc.
P.O. Box 430
WestNyack,NY 10994
(201) 767-5937

Chelsea House Pubs.
300 Park Ave. S., No. 6
New York, NY 10010-5313
(800) 848-2665

Churchill Media
12210 Nebraska Ave.
Los Angeles, CA 90025
(800) 334-7830

College Board, The
45 Columbus Ave.
New York, NY 10023-6992
(212) 712-8113

Contemporary Books, Inc.
2 Prudential Plaza
Suite 1200
Chicago, IL 60601
(800) 621-1918

Current, Inc.
P.O. Box 2559
Colorado Springs, CO 80901
(800) 525-7170

ETC Publications
700 E. Vereda del Sur
Palm Springs, CA 92262
(619) 325-5352

Educational Media Corp.
Box 21311
Minneapolis, MN 55421
(800) 966-3382

Enslow Pubs., Inc.
Box 777
Hillside, NJ
(800) 398-2505

Facts On File, Inc.
460 Park Ave. S.
New York, NY 10016
(800) 322-8755

Guidance Associates
P.O. Box 1000
Mount Kisco, NY 10549-0010
(800) 431-1242

Harper & Row Publishers, Inc.
HarperCollins Pubs., Inc.
10 E. 53rd St.
New York, NY 10022
(800) 331-3761

Henry Holt & Company Inc.
115 W. 18th St.
New York, NY 10011
(800) 247-3912

Human Relations Media, Inc.
175 Tompkins Ave.
Pleasantville, NY 10570
(800) 431-2050

Human Resources Development Pr.
22 Amherst Road
Amherst, MA 01002
(800) 822-2801

Jalmar Press
2675 Skypark Dr., No. 204
Torrence, CA 90505
(800) 662-9662

Just Us Books, Inc.
301 Main St. Suite 22-24 c
Oranges, NJ 07050
(201) 672-7701

Kidsrights
10100 Park Cedar Drive
Charlotte, NC 28210
(800) 892-KIDS

Knopf, Alfred A., Inc.
201 E. 50th St.
New York, NY 10022
(800) 733-3000

Libraries Unlimited/Teacher Ideas Press
P.O. Box 6633
Englewood, CO 80155-6633
(800) 237-6124

Little, Brown and Co.
34 Beacon St.
Boston, MA 02108
(800) 343-9204

Live Wire Video Publishers
3315 Sacramento St.
SanFrancisco,CA 94118
(415) 564-9500

Macmillan Publishing Co.
866 Third Ave., 7th Floor
NewYork,NY 10022
(800) 257-5755

McGraw-Hill Book Co.
1221 Avenue of the Americas
NewYork,NY 10021
(800) 262-4729

Mar*Co Products, Inc.
1443 Old York Road
Warminister, PA 18974-1096

Master Teacher, Inc., The
P.O. Box 1207
Manhattan, KS 66502
(913) 539-0555

Messner–Julian Messner
190 Sylvan Ave.
Englewood Cliffs, NJ 07632
(800) 843-3464

Morrow, William & Co., Inc.
1350 Avenue of the Americas
New York, NY 10019
(800) 848-9389

National Geographic Educational Services
P.O. Box 98019
Washington, D.C. 20090
(800) 386-2728

National Middle School Association
4807 Evanswood Dr.
Columbus, OH 43229-6292
(614) 848-8211

North Carolina Association of Middle Schools
P.O. Box 37748
Raleigh, NC 27627-7748
(919) 859-1788

Paperbacks for Educators
426 West Front St.
Washington, MO 63090
(800) 227-2591

Parenting Press, Inc.
P.O. Box 75267
Seattle,WA 98125
(800) 992-6657

Prentice Hall, Inc.
15 Columbus Cir.
New York, NY 10023
(800) 922-0579

Professional Resource Exchange, Inc.
P.O. Box 15560
Sarasota, FL 34277-1560
(800) 443-3364

Putnam Publishing Group, The
200 Madison Ave.
New York, NY 10016
(800) 631-8571

Rainbow Educational Video, Inc.
170 Keyland Ct.
Bohemia, NY 11716
(800) 331-4047

Research Press
Box 3177
Chanpaigne, IL 61821
(217) 352-3273

Richards and Taylor Video Productions
P.O. Box 11851
Winston-Salem, NC 27116

Rosen Publishing Group, The
29 E. 21st St.
New York, NY 10010
(212) 777-3017

Scholastic Book Service
904 Sylvan Ave.
Englewood Cliffs, NJ 07623

Steck-V–Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
(800) 531-5015

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570
(800) 431-1934

Teachers College Press
Columbia University
1234 Amsterdam Ave.
New York, NY 10024
(800) 488-2665

United Learning, Inc.
6633 W. Howard St.
Niles, IL 60714-3389
(800) 424-0362

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